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CHILD CARE AND GUIDANCE

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CHILD CARE AND GUIDANCE

REVISED

Photo by Kurt Zander, Hamilton High School, Los Angeles

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CHILD CARE *and* GUIDANCE

REVISED

HELEN C. GOODSPEED, M.A.

Formerly Director, Division of Home Economics
Philadelphia Public Schools

ESTHER R. MASON, M.A.

Director, Department of Early
Childhood and Elementary Education
Temple University, Philadelphia

ELIZABETH L. WOODS, Ph.D.

Formerly Director, Department of
Psychology and Research
Los Angeles City Schools

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TO STUDENTS

This book is written for and dedicated to the young people of this generation who want to be fine parents or fine teachers of children and who wish to know how character and minds develop so that they can make the most of their own lives.

Everyone is interested in "what makes us tick" on the behavior side—why people do the things they do, say the things they say. In fact, we all spend a part of each day wondering why one person has spells of moodiness, another, outbursts of strong temper, and still another, fits of just plain crankiness; and, on the other hand, why some people are sunny natured and agreeable and therefore popular.

Personality! Can we do anything about it? We know that our personality traits, even seemingly inherited ones, are greatly influenced by our environment, and environment is fluid and changing. We ourselves can influence it in small ways from day to day just by the process of selection. We may choose to have friends who are worth while rather than "wasters." We may decide to finish school rather than leave for an uncertain job, or to join a study club rather than spend too much time in the corner drugstore.

In this book you will learn that one of the things which is most important in the building of personality is how children grow and develop, how a pattern is formed in the very early years which has much to do with the kind of people they will become. The book is designed to show how families can live happily together, each member, whether large or small, taking his own share of the responsibilities and feeling the security which comes from knowing one's self indispensable to the happiness and smooth-running of the home.

The book is full of real stories of children growing up, meeting problems, and working out adjustments with parents, teachers, brothers, sisters, and friends.

TO THE TEACHER

Teachers of all subjects and all levels are coming to the realization that the goal of good education is learning to live fully and richly, first in the family and gradually in the larger community.

During the last fifty years better nutrition, better hygiene, and new discoveries in medicine have lengthened life expectancy. This generation of teachers knows that the children of today are more likely to benefit by this increase in the span of life if good health, both mental and physical, is established in the first six years. Many parents are seeking advice and information on the problems concerned with child development, and there is a growing demand that the schools teach boys and girls the fundamentals of parenthood.

This book is especially planned for use in high school classes teaching child development, under this title or another, such as family living, homemaking, or home management. Through the study and discussion of the various problems pertaining to the growth and development of young children, it is hoped that boys and girls will come to a better understanding of themselves. We have avoided any introduction of psychological theories which might prove confusing to any but highly trained workers. This book will also prove to be valuable in beginning study classes on the adult level and for introductory courses in college classes in which the students are majoring in home economics, nursery school education, or elementary education.

The book with its four distinct parts lends itself to flexibility. If in the process of teacher-pupil planning it is decided

to start with part two, three, or four instead of part one, an entirely new sequence can be set up by the class.

The continued interest of pupils in any subject is dependent upon the degree to which their thinking and planning are involved from day to day. This has been taken into consideration in the "Suggestions for Discussion and Planning Together" at the beginning of each chapter. The pupils will have problems of their own and should be encouraged to add them to those suggested. This participation will deepen their interest and lend purpose to their activities. Let them make a neighborhood survey to gain a backlog of information about some phases of child development. They can also gain much by visiting health clinics, nursery schools and kindergartens. The above suggestions will help to give pupils the realization that this book is their book and that the problems involved are part of the stuff of their everyday living.

In this revision we have condensed the sections on bathing, clothing, and feeding the baby, and you will find new material on foster home and day care beginning on page 62; on freedom from prejudice on page 37; and on psychodrama on page 219.

Additional changes have been made where necessary to bring the book up to date. The References, Pamphlets, and Articles have been revised for this new edition. A few films for educational use are listed on page 274.

Grateful acknowledgment is made to the following persons for reading sections of the manuscript and for making helpful contributions:

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PART 1

CHAPTER 1

DEMOCRATIC LIVING IN THE FAMILY

How can family living be democratic?

SUGGESTIONS FOR DISCUSSION AND PLANNING TOGETHER

1. How do we develop a feeling of security?
2. What experiences were provided in the McCarl family life which helped to give each member a feeling of "belonging"?
3. What values for the individual members are found in the family council?
4. In many homes grandparents are a part of the family. What can the family do to make the situation happy for all concerned?
5. There are numerous ways in which a runabout child may learn to take responsibility in the home. What are some of them?
6. Plan a series of "fun-in-the-home" evenings.

THE IMPORTANCE OF THE HOME

The community is composed of the home, the school, the church, the Sunday school, the gang or clubs, the public officials, and all the other influences which affect our daily living. Of all these the home is probably the most important in determining the kind of person you are going to be. The home, especially if there are two or more children, can play an important part in teaching boys and girls to fight their own battles when necessary, to share their possessions and ideas, to co-operate in both work and play, and to learn to like and to get along with people whatever their race or religion.

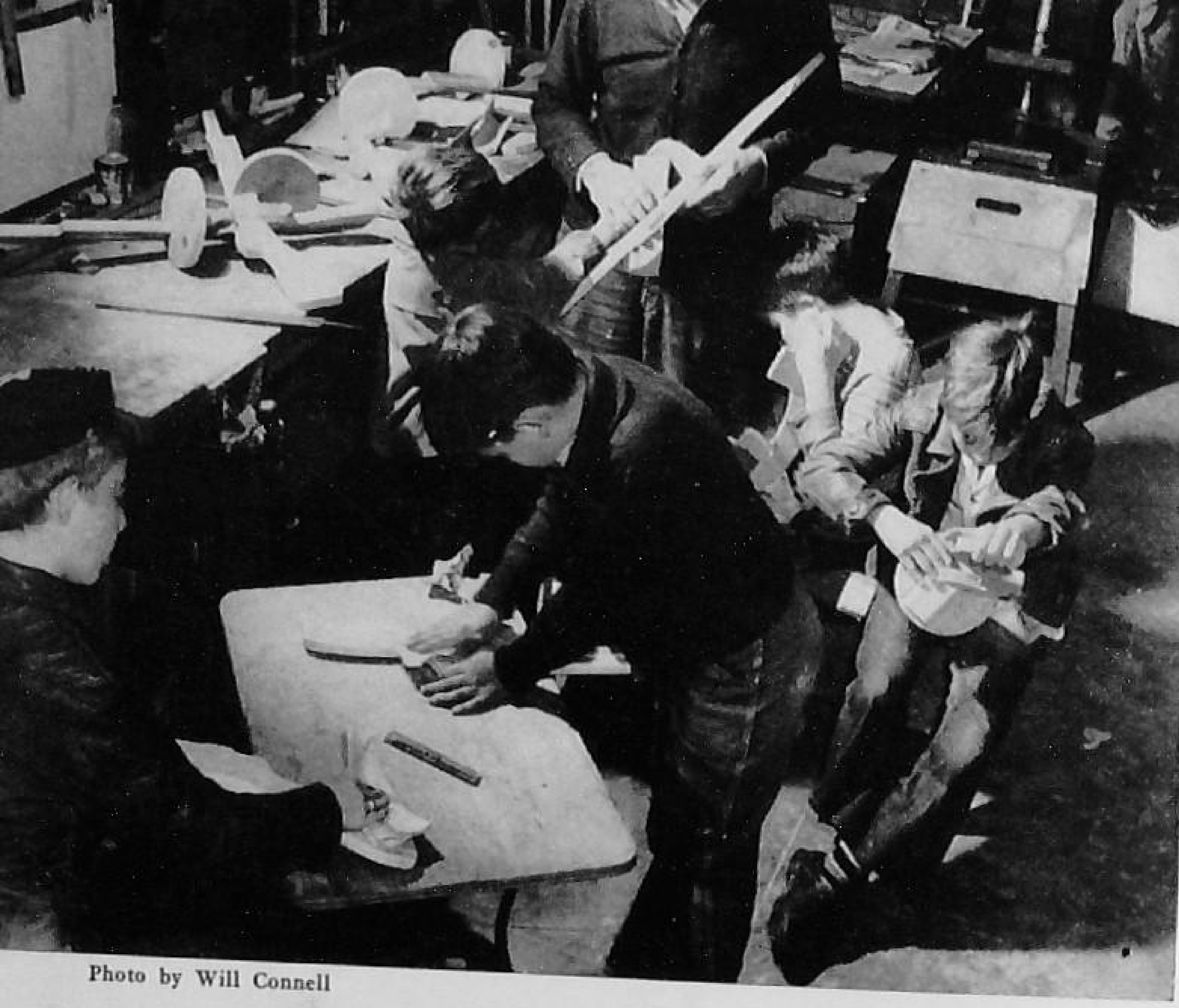


Photo by Will Connell

Neighborhood boys gathered in a home workshop.

Let us examine the things which seem of greatest importance in family life if this life is to be the most helpful in rearing boys and girls who will live happily with others.

Parent compatibility. A big word! And a bigger problem. For to assure compatibility young people must choose their mates wisely. Two persons who set out to live together must love each other unselfishly. Each must be willing to think of the comfort and happiness of the other. They should not be too far apart in their thinking about religion, politics, and people; they should be satisfied with the same type of home. Wives who are dissatisfied with the income which their husbands can provide have wrecked many a home. Parents should like some of the same amusements, and happy is the home where both enjoy the same books and music.

Complete agreement on all subjects and things is, of course, neither necessary nor possible, but ability to understand each other's preferences and willingness to indulge them are essential to happy family life.

mcc7

Helping Dad is the most fun of all.

EACH MEMBER NEEDS A FEELING OF BELONGING

Children and adults must feel that they belong, that they are needed. To acquire this feeling they must have an active part in the life of the family. A sense of belonging has its roots in affection—affection and harmony between the parents. This relationship between the parents is the foundation upon which successful family life is built. Add to this, love and understanding of each child as an individual and you have family security which can weather storms and hardships.

Parents feel different about each child in the family. This is right and good so long as partiality is not shown, for each child is an individual and different from the others. One may be athletic and play ball with his father. Another may like to share ideas concerning his science experiments. One baby may be a cuddly one and another may seem to resent cuddling. One child may be a good companion in the kitchen and another a good companion on a trip to the museum. Each needs to be accepted for what he is and not compared with a brother or sister and made either to suffer or to feel superior by the comparison.

Looking at pictures together.

A grandparent or other relative who comes to live in the home should be made to feel one with the family group, a part of the family life. If, regardless of age, this new member of the family is to feel secure and therefore happy, it is essential for him to be allowed to make some contribution, no matter how small, to the welfare of the group.

Respecting each child as a person. Fortunate is the boy or girl who is treated with respect in his own home. Adults should form the habit of not talking about a young child in his hearing, trusting that he does not understand. Exclamations such as "Isn't he cute?" or anything which makes him self-conscious, such as laughing at him or poking at him, should be avoided. Give him opportunities to express his ideas, and give him your best attention. As he grows older he can take more part in family planning and can make many decisions for himself. What clothes shall he wear? How shall he spend a gift of money? How much of his allowance shall he save? How can he find time for his homework? Unless he is respected, he will find it hard to learn to be respectful.

Security in the home. The need of all members of the fam-

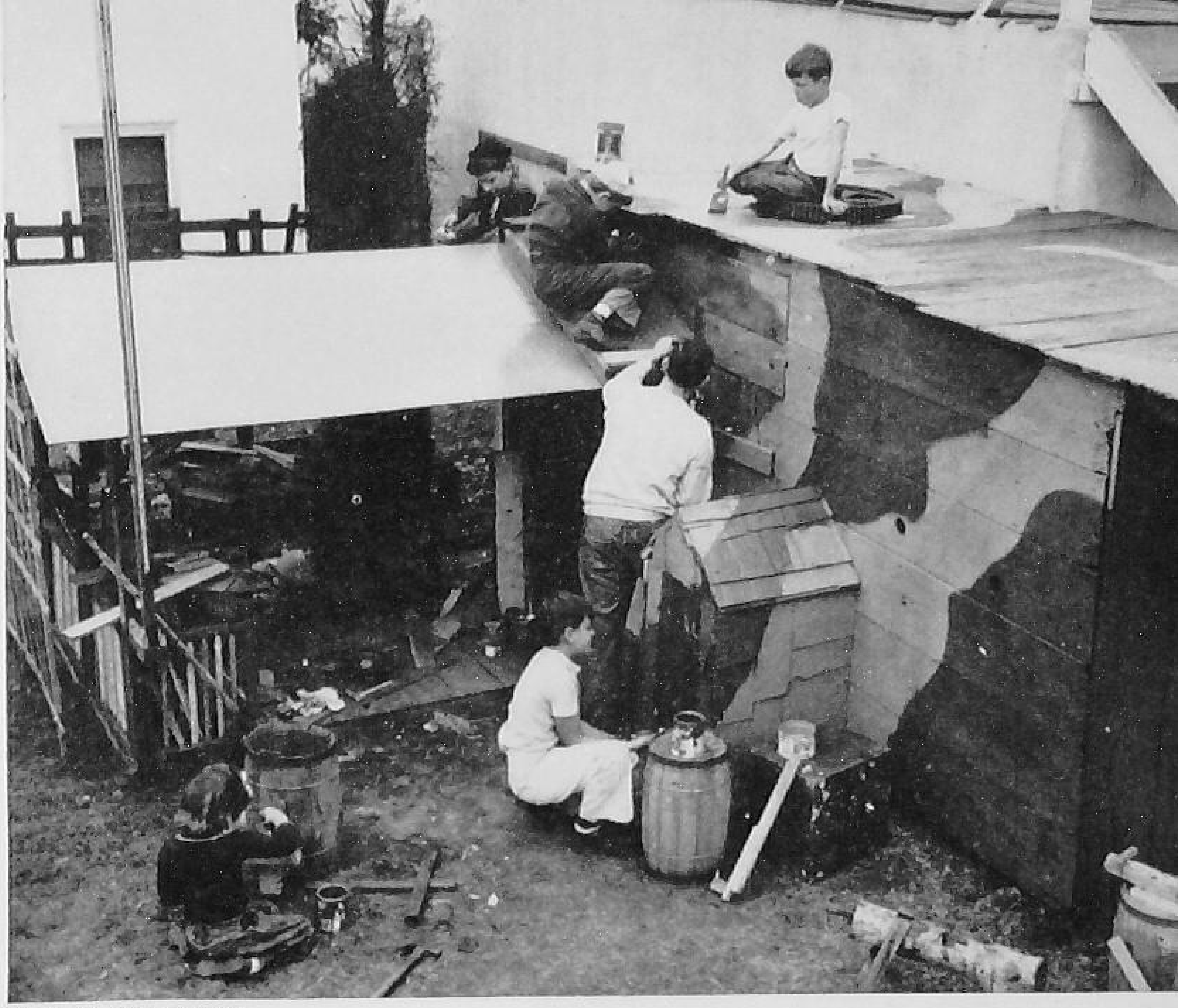


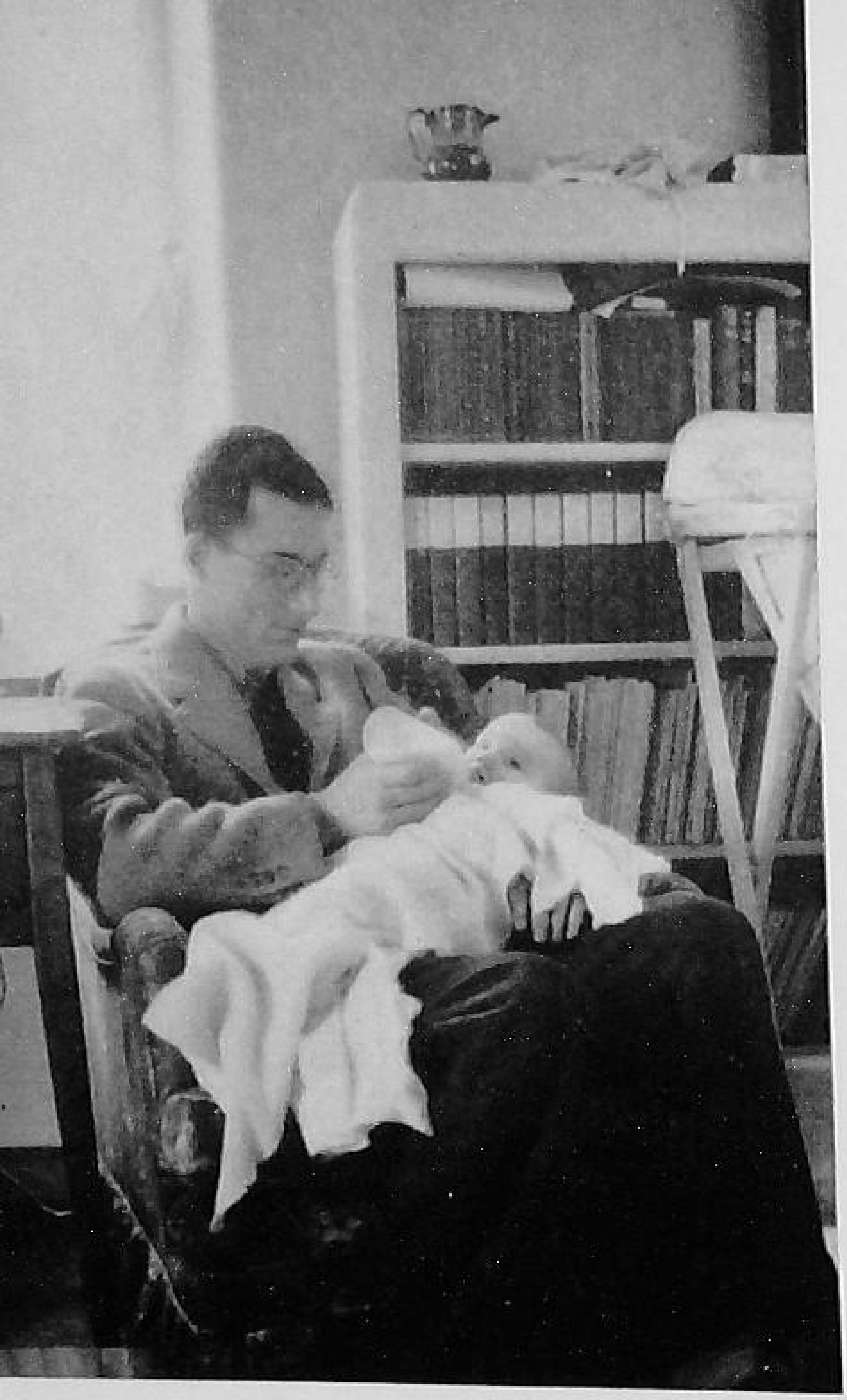
Photo by Will Connell

Father lends a hand.

ily to feel secure, that is, free from fear, is basic to wholesome emotional development. They must feel sure of those things which we consider the necessities of life. A sense of security in living is essential to adults, as well as to children. Such conditions as loss of position or inadequate income are very real causes of a feeling of insecurity and fear. Any anxiety of this sort on the part of the older members of the family is sensed by the children, and they in turn feel less sure and less safe.

THE McCARL FAMILY

The members of one family, the McCarls, which was a real, not a storybook family, helped each other to make decisions, big ones and little ones, by talking things over in family council. The family council was an informal way of interesting each member of the family in making decisions which concerned the happiness of the entire family.



When planning the baby's day, include the father.

In the modern family everybody helps. There were five children in the McCarl family: Hamilton, the eldest son, 17; Matilda, 15; Horace, 12; Patricia, 8; Phoebe Jean, 3; and Mr. and Mrs. McCarl. All matters of importance in the running of the home were discussed in family council. Sitting around the table after the evening meal, they formed the habit of talking over all sorts of daily happenings: things that brought unexpected happiness; things that troubled them; anything of special interest to any member of the group. They held a special conference when the family routine changed, such as at the close of school in June or at the beginning of school in September. At these times all details of living which were concerned with the day-to-day happiness of the family were discussed. For example, in family council they determined the rising hour which was best for the entire group, considering the time Mr. McCarl had to be at his office, the opening hour of school for the children, and the housework which had to be done before school. Everyone was given an opportunity to make suggestions, offer objections, and finally take part in the decision. Matters which were likely to cause minor disagreement were considered. There was the question of hours for practice on the piano. They began by all wanting the most desirable hour each day. But it was plain to be seen

Building and caring for a rock garden.

that some adjustment had to be made. They finally agreed that each should have his turn at the coveted hour.

Sharing household responsibilities. The McCarls had enough money to live comfortably and save something for the future and for college education. But there was no money for household service. The work of the household, preparing meals, cleaning, laundry work, making beds, and so forth, had to be divided among the members of the family. In the family council the work was assigned according to the age and ability of the various members, and the jobs were rotated in order to maintain interest. No attempt was made to label some jobs for men and other jobs for women. They accepted the idea that there is no such thing as men's work and women's work; there is just work. In this family the boys and girls alike were responsible for the daily care of their bedrooms. The three older children took their turns helping to get breakfast and the evening meal, washing dishes, helping with the weekly washing and ironing and with

Photo by Will Connell

Boys like to arrange flowers, too.

any other jobs that needed to be done. Mother prepared lunch and father took his turn with the evening dishes. Even three-year-old Phoebe Jean had a regular job which she guarded jealously, the carrying of the empty milk bottles from the kitchen sink to the back doorstep.

Order in the home. No one wants a rigid home with an unbreakable schedule for meals, for rising in the morning and going to bed at night, but everyone needs a certain amount of order in the daily routine. Children are healthier, happier, and more secure when they can depend upon meals at regular hours, beds all ready for sleeping, and a pleasing measure of order throughout the house. A planned change in schedule is often necessary when unexpected company arrives or the family is going on a picnic. A fine sense of relative values is needed to know when to make exceptions and how much to change from regularity and order.

Patricia McCarl will always remember one day when she

Home Economics Division, Philadelphia Public Schools

High school boys and girls work together in homemaking classes.

and her mother were lingering over dessert after luncheon. Patricia began to describe one of her imaginary experiences, pouring out her story as though she needed nothing so much as a really good listener. In spite of the fact that there were dishes to do, dinner to prepare, and guests coming for the evening, Mrs. McCarl gave Patricia her undivided attention. It is not always easy for mothers to take the time to listen to their children, but as Mrs. McCarl listened from time to time to Patricia's adventures in fantasy, a deep, warm relationship developed which made it easier for Patricia to confide in her mother as she grew older.

Labor-saving devices. Labor-saving devices are very important in planning and executing housework. With an electric washer and an electric iron, the McCarl family was able to take care of the weekly laundry with comparative ease. Time and energy were saved for leisure-time activities. The strains and tensions of the family were lessened by good management and efficient methods of work.

Budgeting the income requires making choices. Keeping within the family budget demands wise expenditure of

Sharing in household activities by cleaning snow off the back porch.

money, and this was one of the important topics discussed in the McCarl family council. First must be considered those essential items, such as taxes, rent, food, and operating expenses. After that it is largely a matter of making choices. If we do this, we can't do that. If we buy the toy for Patricia that takes her fancy, we shall have to wait longer for her bicycle for which we are saving. Can Horace go to camp? Can Matilda have a new tennis racket? Can Mother have a new dress for a club affair? Can Father have a new spring overcoat? All sorts of things were brought before the family group.

One time during the summer vacation the McCarls found themselves in a dilemma over a dress for Mrs. McCarl. On Sunday evening Mr. McCarl told the family that there was an important affair on Wednesday evening which he had forgotten to mention and that he and Mrs. McCarl were expected to sit on the platform. He added that he would be out of town until Wednesday.

Mrs. McCarl was obviously chagrined and registered sincere regret when she said, "Oh! I can't go; I need a new dress." At that, Hamilton, the oldest son, came to the rescue and suggested that his mother shut herself into her room for the three days and devote herself completely to making the dress. He and Horace and Matilda would take over the

housework and the care of the younger children. Horace rounded up the other two, and plans were made and carried out.

On Wednesday evening, just in time for dinner, Mr. McCarl arrived home. Hamilton recognized his footsteps and was the first to open the door, shouting, "Oh, Dad, come and see the dress we made!" This is democracy in action!

Phoebe Jean vacuums the stair carpet.

Budgeting time. Although the McCarl family knew how to have fun together in their leisure time, they learned that it is also wise for each person to have some time alone each day. This they planned for in the family council. All agreed that this free time was not to be interrupted by anyone, except in an emergency, and if one hoped to have his own leisure respected, he must be considerate of the time of others. Mr. and Mrs. McCarl chose to have time together after 8:30 in the evening, and no requests for help with lessons were in line after that time. Although there were no hard-and-fast rules which could never be broken, the plan was of great value in the development of consideration for others.

Furthermore, each young child in a family needs a few minutes all his own with each parent. As he grows older these times alone with his parents may be less frequent but none the less important. This seems to make family sharing easier and jealousy less of a problem.

In those families which include grandparents, or other adult relatives, the family routine may be complicated. This situation calls for a careful consideration of individual rights, desires, and tastes. For example, there must be some give-and-take in the selection of radio programs and in the use of the family car.

Responsibility for guests. In the McCarl family the boys and girls were permitted to have overnight or week-end guests on one condition: the member who invited the guest had to be responsible for his comfort. Sometimes an army cot had to be set up on the sleeping porch. If Hamilton or Matilda invited a friend to spend the night, he or she set up the cot, made it up with fresh linen, and provided fresh towels for the guest. If one of them had a guest for dinner and wished to have a special dessert, this was acceptable if he or she assisted in its preparation. As a result, both the boys and girls in this family learned at one time or another to cook and to take pride in the accomplishment.

A code of behavior. The family council serves another very important purpose. It helps the members of the family to keep in mind the kind of people they want to be. Boys and girls often talk about what they want to do when they grow up, but it is not so common for them to spend much time talking about what they want to be.

Gradually through the years, talking things out together, a family builds up a code of behavior. One tells the truth, shoulders his own blame, co-operates, and does his part in both the big things and the little things that come his way. One day Horace McCarl came home from school with a grievance against his teacher. Evidently there had been a heated argument, in the course of which Horace lost his temper. At the close of the evening meal as the family talked over the events of the day, Horace related the incident. When he had finished, Hamilton, his older brother whom Horace greatly admired, helped him to think straight on the matter and then said thoughtfully, "I am surprised that you would talk like that to anyone." Members of a family can

help one another to build a standard of desirable behavior, to face the truth about themselves, and to meet adverse criticism squarely.

No special code of behavior should be developed for use when visiting or for the outsider. One should not answer the telephone in courteous tones only to turn and rudely hush a member of the family. In the home and out of the home one learns to be his best self. In this way a family can succeed in building a successful home atmosphere, in which each member has an opportunity to gain firsthand experiences in democratic homemaking, which is the fine art of living, working, and thinking together.

POINTS TO REMEMBER IN DEMOCRATIC FAMILY LIVING

Parents and children must all be interested in the general plan of co-operation.

The family council or regular family planning is the best way to initiate a spirit of co-operation and to develop it through the years.

Each member of the family should have some time each day which he can call his own.

When working or playing together, each member of the family gives his best self.

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CHAPTER 2

FUN IN THE FAMILY

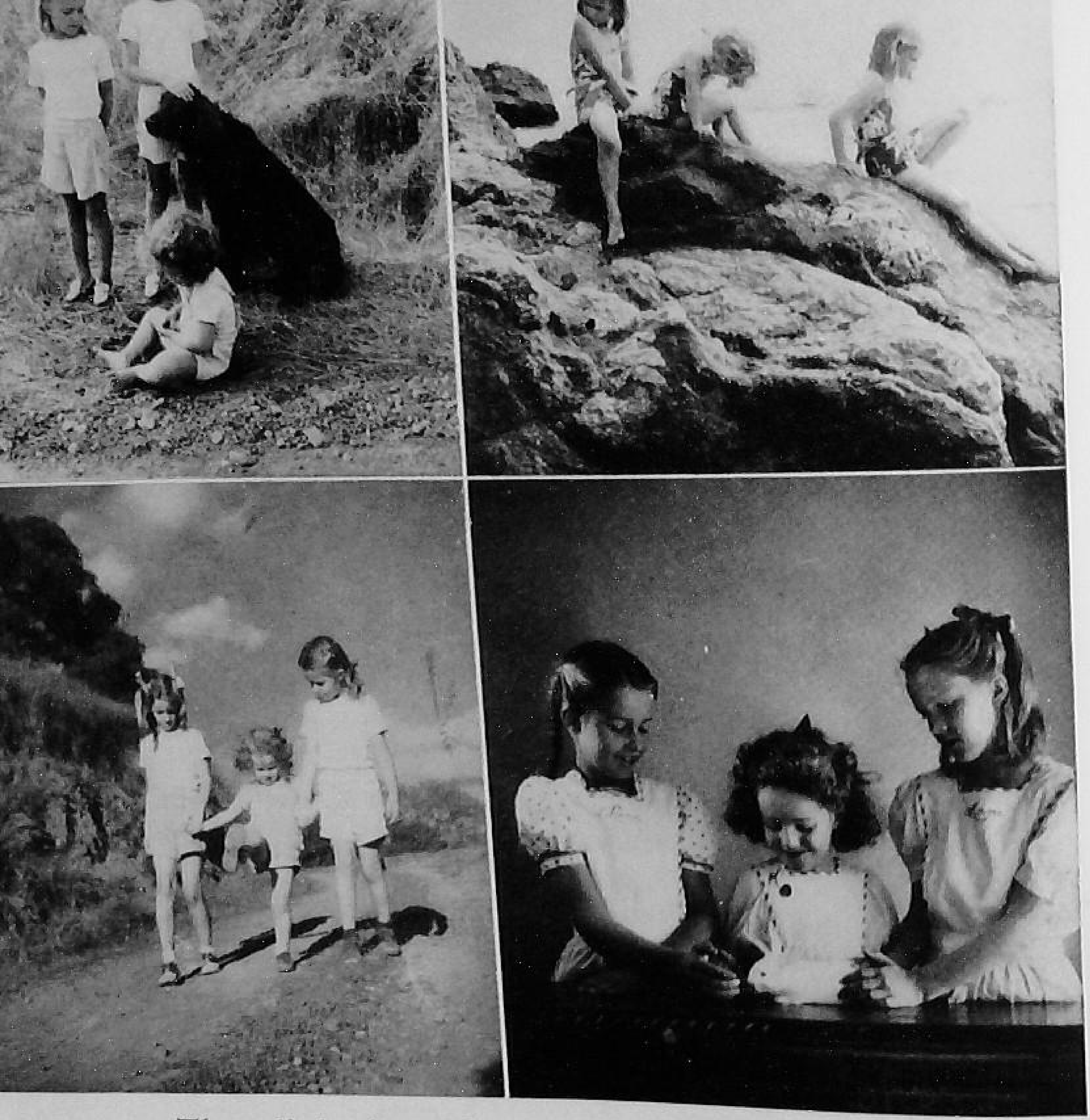
We all have the capacity for funmaking. How can we develop it?

SUGGESTIONS FOR DISCUSSION AND PLANNING TOGETHER

1. What values for democratic living do you see in the airplane identification project on page 21 of this chapter?
2. Is there a public playground in your neighborhood? Locate and describe it. What play equipment does it provide? What else would you like to see added?
3. Some people think the sole reason for playgrounds is to "keep children off the streets." What other purposes do they serve?
4. Do you know any families whose members definitely plan to have fun together? Tell about the things they do together.
5. Are large families or small families more conducive to the all-round social development of the child? Explain.
6. Tell about someone you know or have read about whose hobby became his lifework or his adult recreation. Consult your teachers if you need help.
7. List the places of interest in the community, such as manufacturing plants, the city hall, museums, the zoo, and the library. Describe at least one thing which is of special interest in one of these places.

EVERYONE NEEDS PLAY

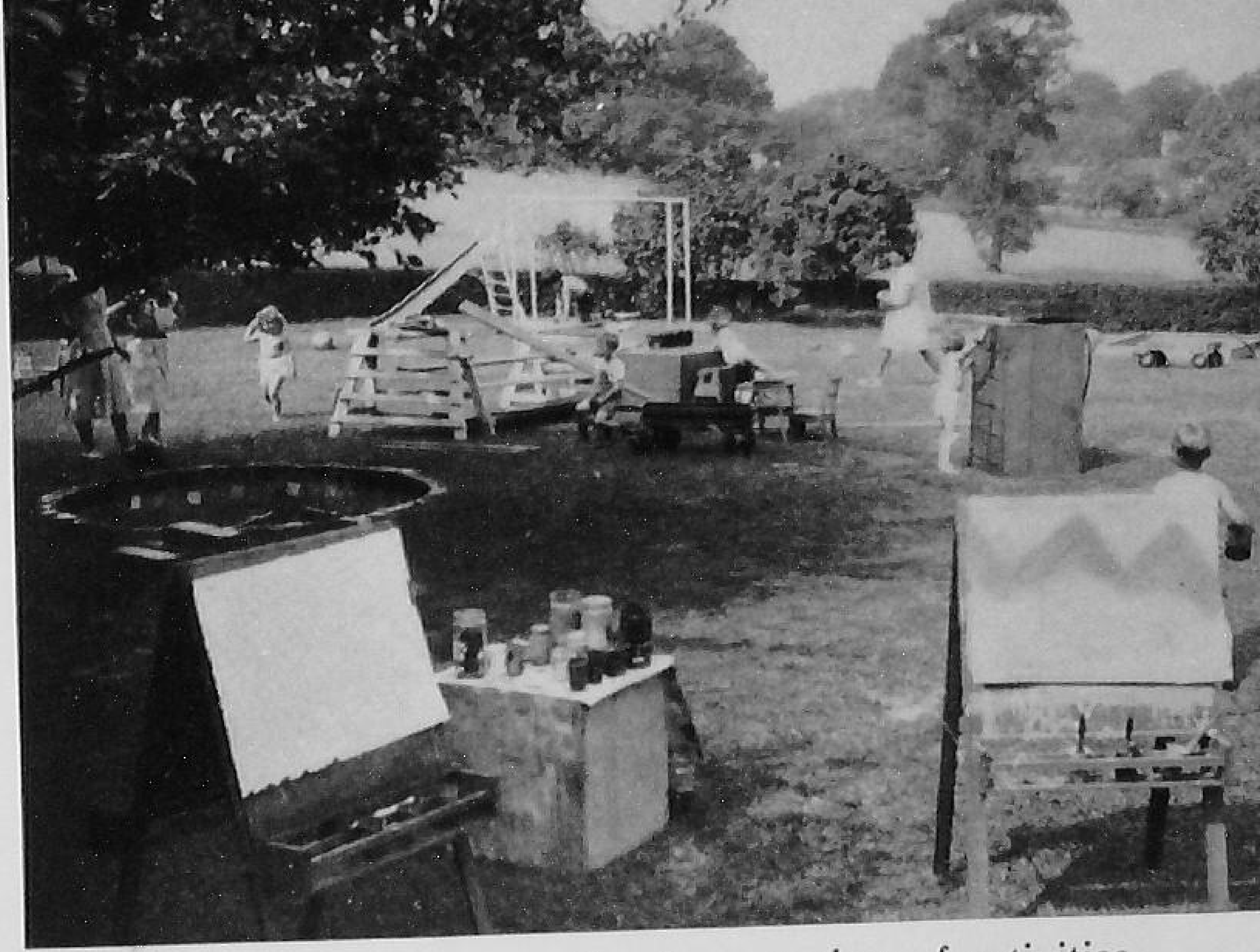
Someone interested in family life has said that there would be fewer family problems if there were more family. In the days when families of five were considered small, and



These little sisters develop co-operation in their fun together.

the number frequently reached ten, the social development of children was well begun in their own homes. They learned very early to see another child in the crib or high chair which had been theirs, to share their toys and the even more cherished time and attention of their mothers and fathers. They learned to take teasing and disappointments without emotional storms. They learned that other persons, small and large, young and old, must be considered and that their own plans and preferences must often yield to those of other people.

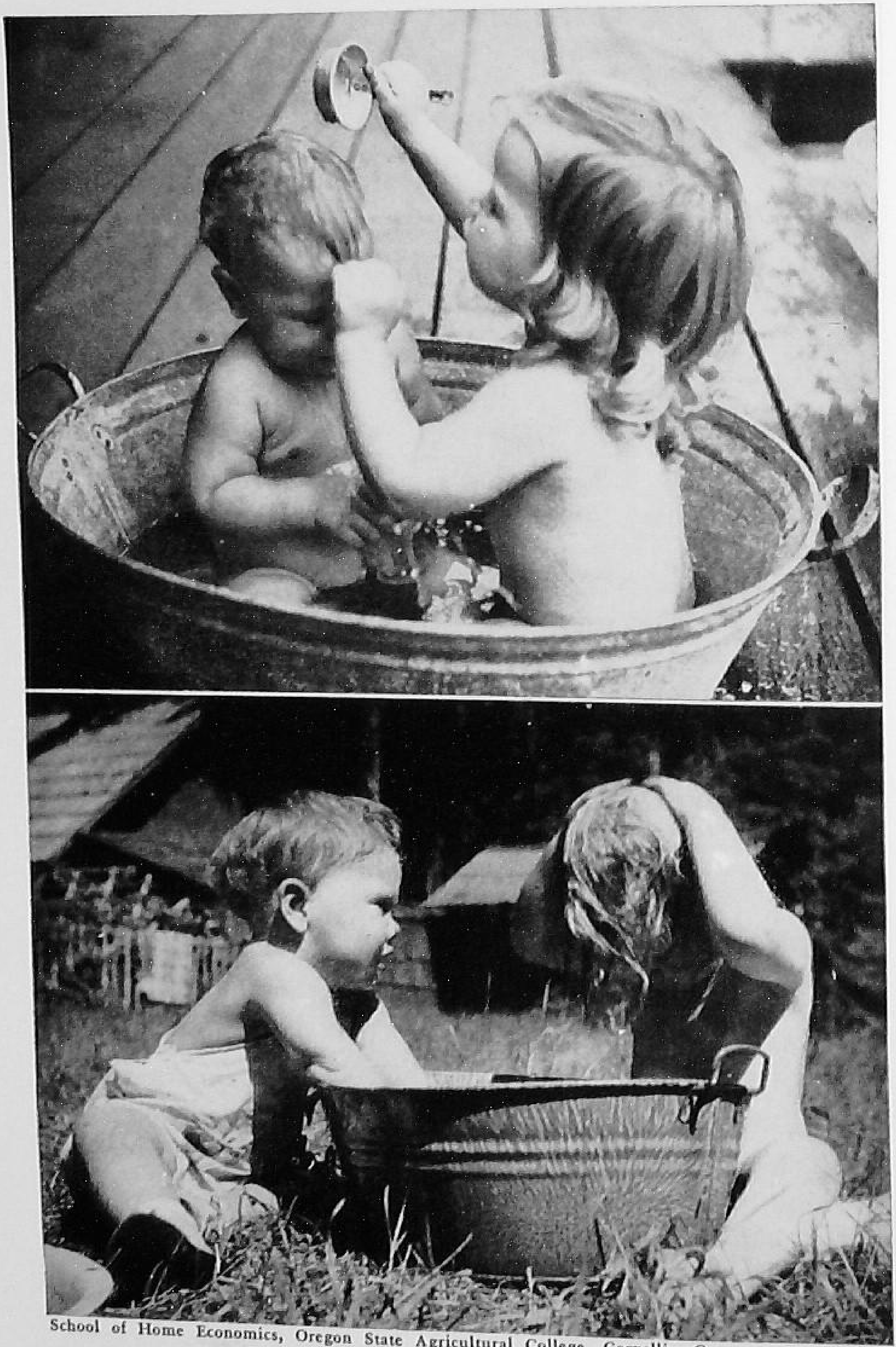
In our day many children are denied the thing most help-



Inexpensive equipment provides for a variety of activities.

ful in establishing skills for living happily with other people, namely, brothers and sisters. He is a lucky child now who has one of each. Nursery schools, which provide early guidance in social adjusting, are as yet available to only a very small number of our children. The family, however small, still exerts a more important influence in determining the social attitudes of children than will be supplied by any other group touching his life. If children have the good fortune to be born into a family which plays and laughs with them, their social adjusting outside of the home is easier. Play is the child's chief business, and his natural way of learning the nature and meaning of things and people. He needs companionship in his play, from time to time, and parent or big brother should take time to "come and see" the thing he has built or the way he can do this or that.

Things he can work with and manipulate should be provided: for the young child, boxes, big blocks, clay, crayons, paper, paints, picture books, balls, dolls, bells and other simple musical instruments; for the older ones, wood, tools, balls, boxing gloves, a basketball setup, a ping-pong table,



School of Home Economics, Oregon State Agricultural College, Corvallis, Oregon

"This is the way we wash our hair." And little brother gets a sketchy shampoo in the process.

Photo by Will Connell

A family workshop.

butterfly nets, chemical sets, books. No child needs all of these, and certainly not all of them at once. Too many things are likely to produce only confusion and discontent, especially in the younger children. Individual interests can be discovered and should be considered in providing toys and play materials.

NEIGHBORHOOD CO-OPERATION IN CHILDREN'S PLAY

Neighborhood children will get together. This can be either a happy solution of neighborhood problems or a nuisance, depending on the thought, interest, and energy which parents put into the situation. Two instances of fine parent insight and co-operation in children's play have come within our experience.

Identifying airplanes. The first was a project in airplane observation and identification which was started in the back yard of an energetic eleven-year-old. His father and the fathers of several other boys in the neighborhood worked with the boys, and an observation station was built and set up on

Co-operation in play at an early age.

the roof of a shed. First one father and then another helped in making the "instruments" out of things salvaged from here and there and in installing them. Endless hours of summer passed in this engrossing enterprise. There was less time for quarrels or fights. There were no restless queries about "what shall I do now?" There was no whining for money for the movies. Boys and fathers came closer to each other, exchanging ideas, information, and confidences.

Building a playhouse. The second instance was another back-yard venture which kept the children of several neighboring families happily absorbed during the summer vacation. These children conceived the idea of making a playhouse in the back yard out of packing boxes. There was considerable skepticism in some adult quarters at first. Some of the mothers wondered how the family "could stand having such a shack in the back garden." The children won out, and the fathers helped them roof the house.

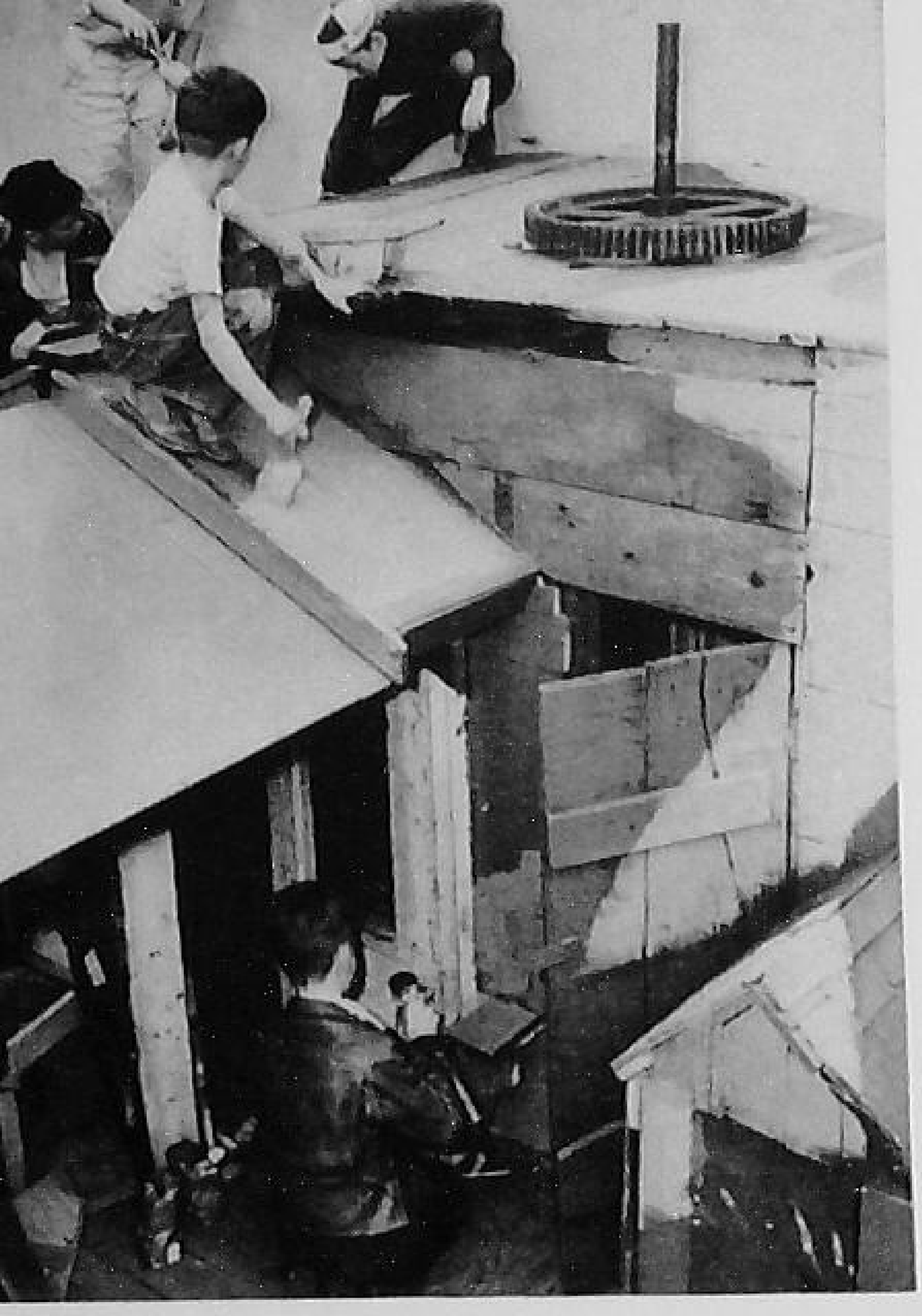
The children wanted animals in their house and suggested all sorts. This involved various difficulties, but the young tenants finally settled for a hen. Caring for her needs and whims (hens are like Winnie the Pooh, who you may remember was "a bear with very little brain"), keeping house, and entertaining callers made this summer short, gay, and full of learnings. And the hen finally laid an egg!

HOBBIES

A back-yard antiaircraft gun, made of an old piano-lamp stand, with a tin can for a muzzle break. The fun was largely in the making, from studying pictures and diagrams to carpentering and the final painting.

Children vary greatly in the kinds of things they like to do. We may never know just what a child will enjoy doing most unless we watch his play and sometimes join in it. Some have a natural bent for making things; some are interested in watching plants grow; and others, in mixing colors and painting pictures. One lad of nine years became interested in birds. His father decided to encourage him by learning something of birdlore himself. He procured books from the library and took the boy on bird trips. One day the boy asked, "Aren't there any books on bees?" His father said, "Yes, of course," and provided them. Later, when a senior at Yale, the young chap wrote a thesis on the life and habits of bees. Today he is a successful chemical engineer, but his interest in birds and insect life has been a never ending source of pleasure to him and to his children.

Hobbies are fun! They are fun and at the same time they satisfy a very natural desire to make something and to learn more. This satisfaction is a dynamic force in personality development because it increases self-confidence and makes it easier to attack other problems. Many valuable hobbies have had their beginnings in the family back yard or the family living room. The care of pets develops a protective interest in animal life and deepens the quality of con-



A back-yard project in vacation time.

sideration for others. A small garden plot, all his own, interests the four-to-five-year-old, gives him his first notion of where some of his food and flowers come from, and no small amount of satisfaction when he sees the results of his efforts. Stamp collections are interesting to both boys and girls and can be participated in by other members of the family. From stamps much can be learned about men, events, and countries, but much of both the fun and the learning will be missed unless an older member of the family works with the child on his collection.

One lad of fifteen has been performing tricks of magic ever since he was seven years old. He reads books on magic and from time to time adds new numbers to his collection of tricks. When he gives a little performance for friends or family, some member of the family, usually his brother, assists him.

DOING THINGS TOGETHER

Families can always have good times going places and doing things together. It may be a trip to the countryside on a Saturday or Sunday afternoon or, for the city dwellers, a trip to a museum, a zoo, or a park where there are interesting things to see. An old jeweler in a shop under the noisy elevated in New York City told with delight of repeated trips years ago with his young son to the Botanical Gardens,

A playhouse in an old garage.

where they learned together to identify scores of different trees.

Holidays and birthdays. Everyone responds pleasurably to his own name and is particularly pleased when a mere acquaintance remembers it. For the same reason he experiences an inner glow when his birthday is remembered. Celebrating the birthday of each member furnishes gay and festive occasions for the entire group. It is great fun to make and to decorate the birthday cake and a special privilege to be allowed to carry it to the table and place it before the honored member. Jolly little verses written by the other members add a gay note to the party.

The individual family traditions built up around Thanksgiving, Christmas, Hanukkah, and other feast days are priceless memories. Families should take care that the spiritual significance of these celebrations is not lost in the enjoyment of the material things. Christmas, for example, should

It was a good crop!

not be a time when the mother makes herself sick with fatigue, shopping feverishly, sewing into the night, and spending far more money on gifts than the budget warrants. Things which she and the children make for each other have far more meaning and give greater pleasure if the family has been taught to think of Christmas as a time when we celebrate the birth of Christ, a time to think generously of other people. Christmas becomes a mockery when children count their gifts, vie with others as to their number and value, and expect more each year. One or two expensive gifts may be in order if the family budget is ample, but no Christmas should pass without parents and children planning and carrying out some way to make Christmas happy for some child, family, or group whose day would otherwise be a sad one.

Halloween can be hilarious without being destructive. Orange jack-o'-lanterns and black cats, witches, and other appropriate paper decorations will make the house gay. In many communities children in masks and costumes go from house to house making calls and expecting treats. A life-sized papier-mâché skeleton, draped in a sheet and with an electric-light bulb in its head, furnished thrills for troupes of children who rang the doorbell at a house in one neighborhood. Older members of the family sometimes accompany children on their calls. What the community demands, it can get, in the way of regulations and supervision which will prevent vandalism. This day has long lost any spiritual sig-

Caring for pets helps to develop a sense of responsibility.

nificance in America, and we may as well recognize that fact.

There are, of course, many other holidays which furnish opportunities for family pleasure and fun. All should participate in planning for their celebration. An outing in the country, at the beach, in the mountains, or at a friend's home is often a good solution to the problem of what shall be done. Picnics, even in one's own garden, are fun.

Trips in the family car. Children as a rule do not enjoy long automobile rides. If there is to be a picnic, however, they are well pleased. Their enjoyment is much increased if they are invited to sit in and help plan it, help pack the lunch basket, and, if there is to be a fire, help with the cooking.

On long trips, guessing and counting games make the hours short. There is a rhyming game which will interest the family from six- or seven-year-olds to father and mother. One starts in by saying, "To play this game you must not

A tree her own size for her to trim.

say the word you think I'm rhyming with. You must describe it. For example, if I say, 'I see something that rhymes with *sea*,' and you think of tree, you will say, 'Is it something that grows in the ground and has branches and leaves?' If that is what I have in mind, I'll say, 'Yes, it's a tree.' Then it will be your turn."

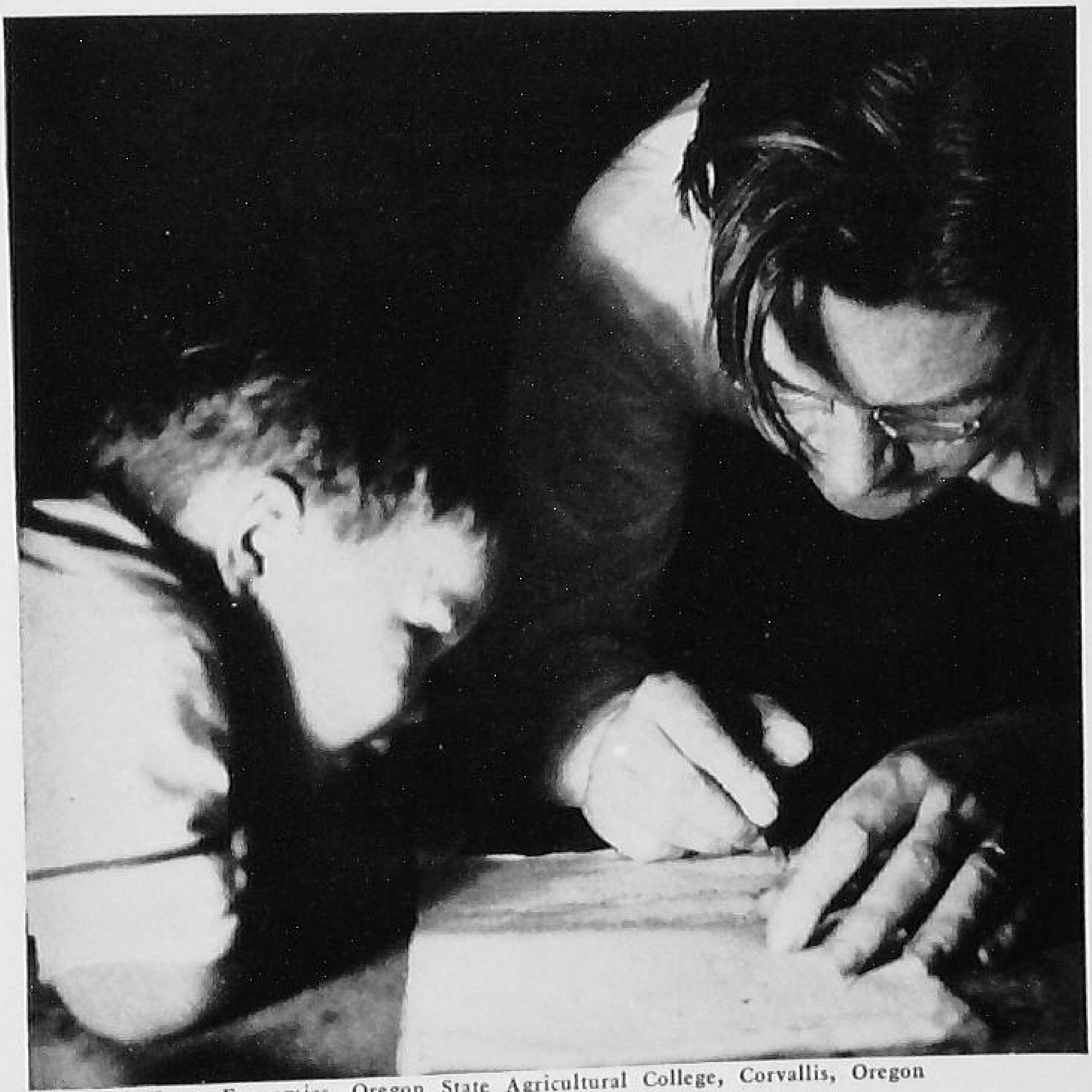
Here is a number game which often goes well. Values are decided on for objects or animals which one sees from the car. For example, a cow would be 15; an airplane, 10; a horse, 5; an all-white horse, 50; a sheep, 5; a green truck, 20; a red-haired girl or boy, 30. Let the children decide on the objects to be counted and the values to be given them. The contestants count only the objects on their own side of the car, thus dividing the players into two opposing teams. The side with the highest score when the game is over wins.

The game of alphabet appeals to all ages over nine. The aim is to find the letters of the alphabet in the correct order in the road signs passed. The one who completes the alphabet first wins.

Singing together provides the finest kind of enjoyment on automobile or boat trips, on picnics, or at home. Parents will do well to learn the songs their children like, as well as to teach them old favorites, many of which will live forever.

"Plain living and high thinking." Not only games, trips, parties, hunting, and fishing are fun, but also the thrill of accomplishment and the enjoyment of ideas which expand and excite the mind.

It is good fun for father and son to make a workshop out of a shed and to set up a workbench there where both may



School of Home Economics, Oregon State Agricultural College, Corvallis, Oregon

Helping him to be the kind of person you want him to be.

work with tools. It is fun for mother and daughter to cook and bake together and make garments for a doll or a baby. Boys like to cook, too, and many girls love to work with tools. Our high school shop courses sometimes admit girls, and boys' cooking classes are becoming common. Boys and girls elect these courses, once considered out of their fields of interest, when the opportunity is provided.

No keener pleasure can come to boys and girls than that which comes through intellectual companionship with thoughtful, well-informed parents or parents willing to learn with them. Events in the big world and in their own community and family should be discussed and their meanings explored. Endless pleasure comes from watching the stars

and learning to recognize and name first one and then another constellation. Children and parents should know the plants, trees, shrubs, and flowers which grow about them. Visits to zoos will enlarge everyone's knowledge concerning animals and birds and increase children's pleasure in their own pets.

Books of your own. Reading aloud in the family is a delight which no one should miss, and too great dependence on the radio and television for entertainment is robbing our generation, children and adults alike, of this basic source of information and fun. Our children can easily grow up with little or no knowledge of the great writings of the past and present unless their parents plan to interest them in fine books by reading to them and with them.

The mother who can let the housework wait occasionally while she discusses things with her children or helps them start some interesting activity will be richly rewarded. Developing minds and increasing understandings are pleasures second to none.

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CHAPTER 3

WHAT YOU ARE GOING TO BE YOU ARE NOW BECOMING

What do people mean when they say, "He has a fine personality"?

SUGGESTIONS FOR DISCUSSION AND PLANNING TOGETHER

1. Can personality be cultivated? How?
2. Discuss the steps in your typical day, from getting up to going to bed, and check the ones that give you an opportunity to be co-operative.
3. Explain why members of the same family, living under the same roof, may develop widely different personality traits.
4. Observe several children in your neighborhood, and tell how they differ in disposition and behavior.
5. There may be traits other than those presented in this chapter that seem important to you. Discuss them.

PERSONALITY AND SUCCESSFUL LIVING

Success in life depends more on the kind of personality one develops than upon a brilliant mind. Every normal person hopes for success in some employment, business, or profession and for a happy family life. Without a likable personality one can have none of these.

Research on the problem of why people lose jobs has shown that, in normal times, 60 to 80 per cent of dismissals

Everyone needs a garden.

from jobs is caused not by inability to do the work but by disagreeable personality traits. People who can't take orders, who are often late to work, who can't co-operate with fellow workers or superior officers, who complain that other people are shirking—these are the people who lose their jobs.

And what about success in marriage? Divorce is increasing in our country. One marriage in every three is ending in the divorce court. This seems incredible and is certainly a disgraceful and frightening thing to have to face. But if we don't face it, and if the on-coming generation doesn't do something about it, we are headed for disaster. Surely we could have more permanent marriages and happier family living if more young people made themselves pleasant to live with.

Your personality is you. Everything about you which makes you yourself, different from anyone else in the whole

world, is included in the composite of traits which make up your personality. This composite includes your physique, your appearance, your mentality, your character, your disposition. This latter is your own particular combination of gaiety, soberness, dominance, timidity, selfishness, generosity, and other traits.

While we inherit from our long line of ancestors our body builds and other physical traits, the care we take of our health can modify our bodies and greatly increase our chances of feeling and looking well. The general type of mental ability we have is in-born, but all persons except the feeble-minded or mentally diseased have the choice of making good or poor use of their mentalities.

Though there is some evidence that the seeds of dispositional traits are present in the newborn child's make-up, there is no question but that these trends can be modified. We can foster and strengthen our good traits, and do much to discourage or even wipe out our disagreeable ones.

WHAT TRAITS ARE MOST PRIZED?

If one sets out to make a list of all the traits one would like to see in one's family and friends or if one listed all the traits he would most wish to have his friends and family see in him, the list would seem endless. Suppose we discuss a few of the most important ones—traits which we may all agree are absolutely essential in anyone of whom we would say, "He has a fine personality." We may not agree on their order of importance, but that is immaterial.

Honesty. Honesty is not only telling the truth. It is that and much more. It is seeing the truth, facing facts about one's self, one's friends, and everything that happens. It takes courage to be honest, and it often means willingness to acknowledge a fault, to give up a pleasure, or to forego an advantage. But it pays dividends. There is no greater satisfaction than that of knowing oneself as a trustworthy and trusted person.

Los Angeles City Schools

Some high school boys have the privilege of working with and for young children.

Liking and co-operating with others. Someone has said, "If you want to have a friend, be one." This requires a whole list of fine traits. It requires an open mind, a mind willing to see the other fellow's point of view and take his leadership at least part of the time, if he is going in the right direction. It means overlooking small faults and appreciating the fine qualities in other people. It means being honest and loyal. The boy or girl who can do these things will never lack friends. He will attract them as honey does bees.

Courage and self-reliance. The courage which counts is not mere physical courage. True courage is more than daring to swim the river or to walk alone in the dark. It is courage to tell the truth; courage to undertake a hard task; courage to befriend an unpopular boy or girl and help the unhappy one to get a foothold in the group. It takes courage to face faults or shortcomings in oneself and to work hard to overcome them. Such courage takes self-reliance, without which no one is a real person. Such courage is the stuff of which great men and women are made.

Responsibility and resourcefulness. A radio commentator recently said, "I'd like to emphasize three R's in education in addition to 'Reading, 'Riting, and 'Rithmetic.' I would have Reasoning, Resourcefulness, and Responsibility." Cer-

Science can be fascinating.

tainly the efficient, successful person must possess a reasonable measure of all three, and the third, responsibility, is a trait anyone can cultivate. Even if one is neither brilliant nor original, one can make oneself outstanding in responsibility. "I won't have to check up on that job. I assigned it to Sally," we heard her teacher say. "Bill never fails to come through," said his father.

Putting first things first. Successful living demands a sense of relative values. What things are most worth while? We constantly ask ourselves: Shall I spend my money for this or shall I save a little longer and have that? Shall I spend my time in reading every word of this reference book or shall I select the main points which bear on my problem? Shall I choose to spend all of my free time in games and sports or shall I use part of the time for reading or for some hobby? The weighing of these problems leads to the acquiring of a sense of proportion in values.

Recreation is necessary and everyone should plan for a

reasonable amount of it. Evaluate your recreations, and see which ones give you a good time with no aftermath of headache or bad conscience. Then have the courage to stick to the ones which leave you feeling well and liking yourself. While too much satisfaction with oneself can spoil a personality, a reasonable amount of it is essential.

What is worth while? One can't answer this unless one has not only ideals of good conduct but also a purpose in life, a goal toward which he is willing to bend his energies and for which he is able to make minor sacrifices of time and money.

A sense of humor. Hundreds of high school students were asked to list in order of importance the traits they liked best in teachers. Fairness took first place, and a sense of humor next! Liking for fun, ability to make and to take a joke, the wit and capacity to see the funny side of things—this trait of personality is priceless. It can be overdone, of course. The practical joker can be a great pest. The person who *must* get a laugh out of everything can be an insufferable bore.

But the person who laughs easily at your joke, and who makes the kind of fun which never hurts or humiliates someone else, is welcomed in all groups. He has an invaluable personality trait.

Poise and emotional control. Many a game has been lost and many a brave adventure ruined because someone lost his head. We are now discussing a trait which is not as easily cultivated as most of the others we have considered. The ability to control emotional reactions differs greatly in human beings. Some persons are naturally calm and not easily stirred by feelings; others are excitable and react quickly and sometimes violently to anything which startles, frightens, or elates them.

To feel things deeply is highly desirable. A dull world this would be without strong feelings! And to express such feeling is wholesome. But a hysterical display, whether of fear or anger, love or joy, should rarely occur. A measure of

control can be cultivated by most people, and the too explosive person should try to put brakes on his high-powered engine.

Freedom from prejudice. Prejudice, want of understanding and acceptance of persons of other races, religions, languages or socioeconomic background is a crippling personality trait. A fine, mature man or woman has rooted it out if such prejudice has ever been a part of his or her personality pattern.

That this can be done is illustrated by the following incident. A sixth grade boy, back from his summer vacation, said to his mother, "Mom, I'm glad school begins tomorrow, 'cause now we can get the club started again." (The club consisted of five boys and the boy was its president.) He came home that afternoon looking so ill that his mother was alarmed. "What's the matter, Son?" she asked. "Oh, Mom! Everything's ruined. I started to get the club together after school and Bill said, 'I've decided I won't be in the club if Sam is.' " (Sam was a Jew.) "So I said, 'If Sam can't be in it I won't be either.' So, you see the club's gone." The mother said, "Let's don't say that. Maybe we can do something about it. Would you be willing for me to talk it over with the teacher?" Evidence of their fine relationship was shown in the boy's affirmative reply, though he said he didn't think anything could be done about the problem. The mother talked with the teacher at noon the next day, and her son came home jubilant that afternoon. "Mother!" he said. "It's all fixed! Club's started again!" Then he told how the teacher had had them put books away before dismissal time and "talk about any problems we may have." She spoke of the troubled world we live in today, with racial prejudices, selfishness, and aggressiveness which keep nations at war and wreck human happiness. "Maybe we have some problems like that right here," she said. "Let's talk about it." "Mother," the boy went on, "I felt weak all over. I'll have to get up, I thought, but I didn't. *Bill* got up and he said, 'We do have prejudice problems here, and I think

I've made a bad mistake.' Then he slumped down in his seat. The teacher said, 'Well, recognizing a mistake is a long way toward correcting it. We can train ourselves to accept people for what they are as individuals, in character and personality, without regard to race, religion, or other differences in background. Let's all go home and think about it.' So now, Mom, club's going again!"

Meeting personality problems at home and at school. Misunderstandings and unhappiness at home may warp personality. Both children and youths sometimes become convinced that they are not valued and loved as well as another in the family. They are sometimes compared to another to their disadvantage or blamed when they believe the fault was not theirs. Often this can be corrected if they can conquer resentment, take the "chip off the shoulder" and talk it out frankly with the parent or older brother or sister. It's worth a try. They may find that they have imagined or greatly exaggerated the situation, or that their own behavior has really been at fault.

At school, cliques or clubs which reject certain mates by reason of prejudices are often devastating to other pupils who have personalities and gifts which should be recognized. We cannot hope to persuade other nations that democracy is the best form of government and the way to comfort and freedom unless we practice genuine democracy. This means valuing every person for himself—his character, his goals, and his behavior—regardless of racial origins, religious beliefs, or differences in cultural status. Arrogance, selfishness, desire for attention, and power, may motivate behavior which leaves permanent scars on a personality which would otherwise be rounded and fine.

In some schools, programs are set up with definite periods scheduled during which students bring out and discuss problems of understanding and adjustment. Sometimes this is done in sociodrama. In this technique, pupils decide on a problem they recognize, and choose class members to enact different characters in a play, unwritten and unrehearsed,

in which the problem is brought out and the actors express their feelings and arrive at new understandings and often find solutions.

Here is an example of a sociodrama enacted in a high school. The problem was voiced by a boy who complained, "We're always being run down for hanging around the drug store and places. Well, there isn't a place about here where we can play ball or anything. We got driven off a vacant lot where we tried it." The teacher seized on this promising lead and suggested that they dramatize the problem. Various members of the group volunteered to enact different parts. Two boys and two girls represented students who made the needs clear and urgent. Other students represented: an interested parent; the teacher; a school counselor; the physical education teacher; a recreation director; a policeman; and two active P-T A members.

These students gathered at the front of the schoolroom and played out a lively presentation of their views on the needs and possible plans for meeting them. A committee to search for a vacant lot they might use was appointed. A lot was found and then the need to get authority to clear it of weeds and rubbish developed. Later many of the adults whom they had represented in the sociodrama were sought out, consulted, and their help secured.

Valuable learnings were involved in the interviews the students had with the city fathers, the city planning commission, and others. Reluctant and sometimes disinterested and skeptical youths and adults gradually grew interested, and hours of volunteer work finally achieved a playground which solved many a problem for that community.

And finally. How can we measure success in personality development? How can an individual judge his own progress in emotional growing up? The supreme test of successful personal adjustment lies in the degree of *courage* the individual has built up through the years—courage to face the truth, to meet new situations, and to grapple with difficulties.

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PART 2

OBSERVING A BABY

When caring for or observing a baby, follow these rules. (If it is not possible for a student to observe an infant, he should select a runabout or older child and get the story of his early development from the mother.)

1. Stay away from the infant if you have a cold or suspect that you are getting a cold.
2. Wear a clean overall apron if you are permitted to care for an infant even for a short period of time.
3. Be sure to wash your hands if it is necessary for you to touch an infant. A wise mother will make this a rule for every member of the family.
4. If you are observing a baby, do not handle him or in any way stimulate him to see what he will do. Remain quietly in the background and watch what he does.

SUGGESTED GUIDE FOR OBSERVING A BABY

Name of child
Age — *Snapshot*
Sex
Other members of the family
Names and ages of brothers and sisters

1. Describe the space provided for the baby in his home.

    Where does he sleep?
    Where is he bathed and how?
    Where is he fed?
    Where does he play? What toys does he have?
    Where are his clothes kept? What kind of clothes does he wear?

2. Note his relationships with other family members.

    Who takes most of the care of him?
    How does he accept that person?
    How does he accept other members of the family and friends?
    How does he make his wants known?
    How are his needs for affection met?

3. Describe his feeding schedule.

   Is he breast fed or bottle fed?
   What supplementary foods does he have?
   How often is he fed?
   Does he drink from a cup?
   Does he enjoy his food?

4. Give his sleep and nap schedule.

5. Describe his physical development and co-ordination.

   What does he weigh? What was his birth weight?
   Can he turn over alone?
   How does he pick up objects?
   Can he sit alone or stand alone?
   How much can he move from one place to another?
   When did his first tooth appear?
   Does he show the signs of a healthy baby? Explain.
   Does he have a satisfactory daily schedule? What makes you think so?

6. Describe his play activities and exercise.

   How long does he play alone happily?
   Does he play with his hands and feet? Describe.
   What does he do with a cup and spoon? A rattle?
   Does he like to cuddle a soft doll?
   Does he suck his thumb? When?
   Does he put toys in his mouth?
   What words does he say?
   How does he play with his mother?
   Does he play peek-a-boo?
   How does he respond to his father?

7. Is he a happy, smiling baby or does he cry a great deal? Can you give reasons why his personality is developing as it is?

CHAPTER 4

PLANNING FOR THE NEW BABY

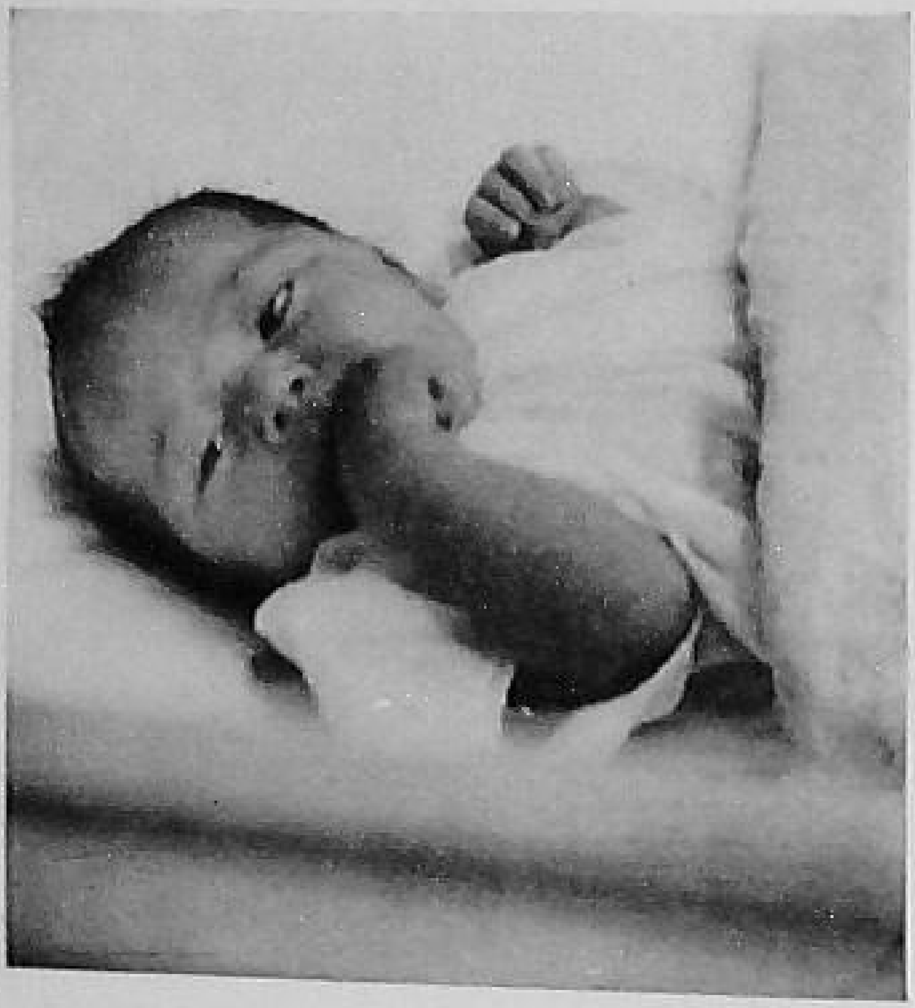
Being well born depends upon conditions over which the child himself has no control. What are these conditions?

SUGGESTIONS FOR DISCUSSION AND PLANNING TOGETHER

1. All members of the family should be included in the planning for the baby. Why is it essential for them to think of him as "our baby"?
2. Plan a guide for the observation of infants.
3. The expectant mother must guard her own health and that of the baby. How can she accomplish this?
4. What is meant by the term "social adjusting"?
5. Children begin to form behavior patterns as soon as they are born. What can the family do to help a child develop a pleasing personality?
6. How should a young child in the family be prepared for the new baby?

THE NEW BABY

Every child has a right to be well born, that is, born of parents and ancestral lines which are free from physical and mental defects. Securing the right start in life for the child is a partnership undertaking. The mother and father should be in good mental and physical condition when they plan for a baby. Preparation for marriage should include a thorough



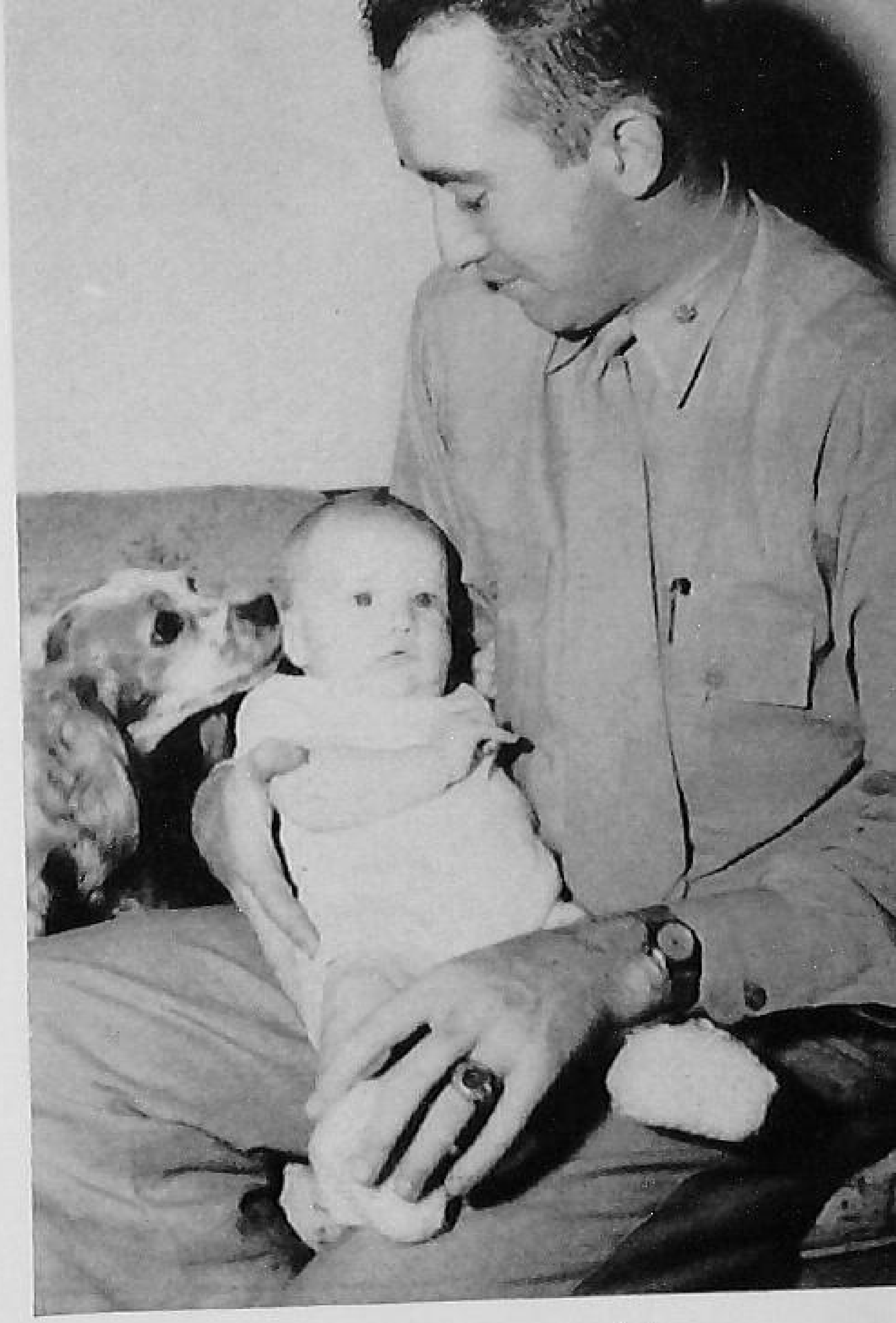
Wondering when they are going to feed her.

medical checkup. Parents who have lowered their resistance to disease through ignorance, carelessness, or by unwise indulgences, cannot hope to give their child the best start. Knowledge and practice of health and hygiene on the part of one member of the partnership cannot counteract the effect of disease in the other. A strong, vigorous constitution and a blood stream free from disease will give the child a priceless heritage. If, in addition to this, both mother and father have learned self-discipline and are enjoying their life together, they will be better able to help children learn to act in ways which are acceptable to the people with whom they associate.

Both parents should be glad that the baby is coming. They will need to plan together the adjustments which must be made in the family life and in their own personal lives. If it is her first baby, the mother who is employed outside the home must face the possibility of resigning her position. This means loss of financial independence for her. The husband may find it necessary to secure extra work to provide for medical care and hospitalization, and this may mean that they will see less of each other and find it more difficult to go about together. It may mean delayed plans for travel or advanced study for either husband or wife. Whatever changes must be made, each parent must be willing to meet these conditions. They must realize that making a place for the baby may necessitate adjusting their living quarters. Extra work will need to be done, and the father must be ready to take his part.

Older children have their part. If there are other children, they must be included in the planning for the baby's coming,

so that they feel it is their baby, too, and do not resent giving up some of their own privileges. While all the family must plan for the baby and share responsibilities, the home should not be completely upset, nor should its members be greatly inconvenienced, since the baby is but one member after all. The coming of the baby should be a happy time for everyone. The mother needs a quiet, cheerful home life, free from worry, irritation, and fear. This is the time for the daughter to be especially thoughtful, as well as helpful; for the son to take on such duties and responsibilities as he can assume; and for the husband to have an increasing understanding and tenderness for his wife.



Enjoying a few minutes with father.

Preparing the young child for the baby's coming. Parents and older brothers and sisters must be thoughtful and remember to include the young children in the plans for the new baby. Psychologists tell us that most young children feel some jealousy of the new arrival in the home, although some show it less than others. Even the eighteen-month-old child will feel that his throne has been usurped unless he is helped and assured by understanding and love to find his place with the new baby in the family. His relationships with all family members must be as secure as ever; he often needs more, not less, attention.

The young child may regress to baby ways to secure the attention the newcomer is getting. He may be unkind or even

"Hello? This is Claire Krebs. Did you know I have a baby brother? He was born July 11 and he weighs nine pounds and nine ounces. We call him Donald, but I have not seen him yet. My Mommy is fine."

cruel to the baby. He may be so unhappy that he cannot eat and assimilate his food. He may even start wetting or soiling himself. This is caused by a feeling of insecurity, an acute anxiety, an inability to understand what will become of him now that the new baby is getting first attention. His whole world has been shaken.

It is a responsibility of the family to tell this child in advance about the baby's coming, to answer all questions with facts, and to talk about the coming baby when he is around. This gives him the feeling of importance which comes from being "in the know" and finding himself included in the family planning. It helps to make him feel more secure and desired and will tend to lessen or prevent a feeling of being replaced by another. He needs to be reminded of the advantages of being the age he is and of being accepted as an important member of the family group.

THE MOTHER'S CARE OF HERSELF

Mental attitude. The expectant mother has a much greater responsibility than planning the layette and the nursery. During the nine months of pregnancy, she must give attention to those factors of food, sleep, and exercise which affect

her health and happiness and the baby's physical growth before and after birth.

The baby responds to his sister's attention.

It is important for her to have a relaxed, happy attitude during pregnancy and to continue and enjoy social activities. Common sense must be used in the selection of recreation. Long, exhausting automobile trips and short trips over rough roads should be avoided; but trips as a diversion need not be dropped. The expectant mother must choose the social relaxation she likes and which is most relaxing for her. Worry, fear, and anger may upset the digestion and result in inadequate food supply for the developing baby. To cultivate a fine sense of values is especially important for her at this time. She should see, for example, that a spotless kitchen floor is less important than a happy, relaxed family.

Kinds of food. A well-balanced and adequate diet during pregnancy is very important. It is hoped that the prospective mother has been taught from her own childhood to eat those foods needed to build and maintain a healthy body, since now the mother's diet must maintain her own body and build the baby's body. The diet will need to be rich in all growth-producing substances, that is, minerals, vitamins, and protein. A day's diet should include, according to Rose: whole-grain cereal; milk, one quart; fruit; a variety of vegetables, including green and raw, such as lettuce, carrots, turnips, cauliflower; meat, fish, eggs, liver, or cheese; butter, peanut butter, bacon, etc. So that the calcium and phosphorus can be utilized to form teeth and bones, she should have cod-liver oil and sunshine to supply vitamin D. Calcium and

phosphorus help to build teeth and bone and to build and repair every tissue in the body. The heart will not beat and the muscles will not work without calcium. The nervous tissue particularly needs phosphorus. To prevent anemia in both mother and baby, food that is rich in iron must be eaten. To secure iron in the diet, she should eat red meat, egg yolks, glandular organs such as liver and kidney, whole-grained cereals, fruits, and green vegetables.

Rest, sleep, and exercise. During pregnancy sufficient rest, sleep, and exercise are needed. Rest during the day, if only for fifteen minutes at a time, and at least eight hours of sleep at night are recommended. Since sleep is an individual matter, each person must decide whether or not eight hours are sufficient. A normal amount of exercise and work is essential. Regular housework that does not include heavy lifting or high reaching and does not produce marked fatigue is excellent.

Clothing. Being well dressed and well groomed help one to maintain a healthy, cheerful outlook. Doctors recommend a foundation garment for adequate support. All clothing should be free from tight bands, since they interfere with the circulation. It is desirable to have the weight of all garments supported by the shoulders. Garments should be light in weight, comfortable, and attractive. They should fit well and allow for adjustment to the figure. High heels increase the danger of falling. Broad and low heels give a feeling of balance and security.

Medical care. No expectant mother should feel that it is an extravagance to be under a physician's care, no matter how well she feels. It is a safeguard to mother and child. Many complications can be avoided through competent medical supervision. Every father should co-operate in securing this aid for his wife and baby. He should go with his wife to the physician, so that he will understand the care and attention which the occasion demands. From the time the mother first knows that she is to have a baby she should be under the supervision of a doctor or of a maternity clinic.

Only in this way can a proper check be kept on her physical condition.

A physician and a nurse are needed when the baby is born, if the best and most sterile conditions are to be assured. Furthermore, under the care of these two experienced persons the mother is not likely to make the mistake of overexerting herself too soon after the birth of the baby. In many localities nurses from the department of public health or from the visiting nurse association provide efficient services during this period.

Dental care. The dentist also should be consulted early during pregnancy. During this period extreme acidity may affect the teeth. Poisons from an infected tooth may be released into the mother's system, causing serious results. Teeth will not decay faster during pregnancy if the right food elements are provided in the diet and the teeth are kept clean. We must remember, however, that the material to make the baby's bones and teeth and to keep the mother's teeth in good condition must be supplied by the food intake.

Elimination of body wastes. Liquids are important in stimulating the action of the kidneys, the bowels, and the skin. These organs throw off the body waste. The kidneys of the mother have extra work during pregnancy, and she should report to the physician frequently for a check on their functioning. Eating proper food and drinking plenty of water keep these organs active. The bowels, as well as the kidneys, function in throwing off the body waste. Fruits, vegetables, and water are laxative, and constipation may result when there is a deficiency of them in the diet. Adequate elimination should be taken care of by the natural method of good diet, and no cathartics should be taken except on the doctor's orders.

The skin helps to equalize the body temperature and, like the kidneys, it eliminates waste. If the pores are clogged, the kidneys must do the work of the skin in addition to their own. Therefore, a daily bath is advisable. A tepid, rather than a hot, bath is recommended if the bath is taken at night,

because of its soothing effect. Many physicians advise that after the seventh month shower baths or sponge baths be taken in place of tub baths to avoid possible falls.

Prenatal influence. No amount of care and attention on the part of the expectant mother can make her child a blue-eyed girl, a red-headed boy, a musician, or an artist. There is no scientific basis for the belief in any kind of maternal marking; for example, a mother frightened during pregnancy cannot mark the child in any way. There is no nerve connection between the mother and child; hence, scientists tell us that any direct, specific influence of the mother's mind upon the developing child is not possible. Inherited characteristics are present when the embryo begins as a tiny fertilized cell, and nothing a mother may do or think after that can change these native characteristics. If the quality of the mother's blood is poor because of inadequate food, the baby's development will suffer. If the mother's blood contains the necessary elements required for body building, the child has a chance to develop to his greatest possibilities.

THE EARLY YEARS ARE THE MOST IMPORTANT

Prospective parents must understand the factors which enter into the physical growth and development of the child. They must also understand what is meant by wholesome mental and emotional growth. Members of any family who are truly interested in the infant and the young child will try to plan a satisfactory home environment.

Mental, emotional, and social development. Mental, emotional, and social development cannot really be separated. They are warp and woof of the same piece of cloth. The thing of first importance in this development is the child's health and physical well-being. Next, but equal in importance, are all the experiences which come into his life each day. Everything within the baby's range of sight, hearing, and feeling makes up his experience and stimulates his de-

veloping thought and feelings—the sound of voices, the tones of which he understands long before words have meaning, his mother's smile and pats, his father's laugh, his little sister's enchanting hair and smallness, the sight of his approaching food.

The infant has intense emotions. Learning to live with these emotions, to experience them without allowing them to control him, is necessary to wholesome emotional development. Many behavior difficulties in later life have their roots in the first years. Emotional responses are those which involve varying degrees of pleasure or displeasure. Children begin to form behavior patterns as soon as they are born, and these patterns of one kind or another are being shaped especially throughout the early years. Adults, therefore, should take thought to make these patterns desirable ones.

An important aim of all education is social adjusting. Experiences in social contacts, other than with mother or nurse, should begin early. The mother is most responsible for "spreading the interests" of the child. She may, unless she is careful in the first months and years, turn the interest, attention, and affection of the child entirely toward herself. The child must learn early not to depend on the mother exclusively but to be happy with father, sister, brother, or any other member of the family.

Building a fine personality. Even during the first years of the child's life his personality is being formed. What happens to him in these early years will largely determine whether he will become a happy, outgoing child, or an irritable, withdrawn, selfish, or sullen child, who will try the patience of his family to the breaking point and become the despair of his teachers.

An intensive and authoritative study of many children, from their third month through their adolescence, has shown that the most important factor influencing the child's forming personality is the quality of the relationship existing between his father and mother. It is therefore very important that parents try earnestly to understand the early rearing

which each experienced in his own family and that each build up understanding and tolerance of the ideas and techniques of the other. If there are serious strains and misunderstandings in their daily living, if one or both come to doubt the security of their hold on the other's love and respect, if they differ in their beliefs and practices in child rearing and disciplining, the child's security will be seriously threatened and his personality development almost certainly will suffer. It is not important, if indeed possible, that both parents believe in and use the same ways with the child. What matters is that they try to accept each other's ways without irritation, anxiety, or controversy. MacFarlane writes, "Food finickiness, over-dependence, attention-demanding, negativism, temper tantrums, and urinary incontinence in the daytime are recruited more largely and consistently from homes where a straining and inharmonious parental relationship exists."

Perhaps the most important thing to remember in building a fine personality is that the baby's hunger and need for love is quite as urgent and necessary as his need for food. The first two months of life are of great significance. From the fetal life he has experienced an abrupt change, and the more that can be done to make these first weeks easier, the better. Gone are the days when mothers were urged not to cuddle, fondle, and rock their babies. Modern research has shown that babies can be love-starved and that such deprivation can warp their entire being and make a good emotional and social development forever difficult.

Since the baby's development in the first months and years is of such importance, the parents must make sure from time to time that the small person is gaining in height and weight, in physical activity and muscular control, in noticing things about him, and in responding happily to family and family friends. This does not mean anxious watching and worried checkups. Rather, to paraphrase Ribble, it means watching the baby instead of the clock or the thermometer,

and taking thought of his progress in every aspect of development.

Much research is in progress and many organizations are actively engaged in spreading information concerning the physical, mental, and emotional development of children. Authoritative bulletins and pamphlets can be secured, free or at little cost, from federal departments and state health and mental hygiene societies.

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CHAPTER 5

LEARNING AND EARNING AT "BABY SITTING"

What can be learned from baby sitting?

SUGGESTIONS FOR DISCUSSION AND PLANNING TOGETHER

1. Plan a list of "no-cost" gifts that a "baby sitter" can take to a child.
2. Discuss some of the safety precautions high school students need to take when they are responsible for children.
3. Why is it important for baby sitters to enjoy and like children?
4. Make a list of questions on the responsibilities that a baby sitter needs to carry in order to be efficient and dependable. For example:
   a. Do you always close safety pins when changing a baby or stick them into a pincushion or a cake of soap and place them out of the baby's reach? Yes__ No__
   b. Do you listen to what children say to you, giving your full attention and interest? Yes__ No__
   c. Do you see that all dangerous items, such as disinfectants, cigarette stubs, pins, and medicines are out of his reach? Yes__ No__
   d. Do you observe all the rules the parents request of you, such as early bedtime, not eating between meals, avoidance of strange dogs or cats? Yes__ No__

Check yourselves, using the questions prepared by the class.

THE JOB OF BABY SITTING

Why we have baby sitters. Baby sitting is a popular name for a job which may be concerned with children ranging from infants to those of elementary school age. However, the greatest call is for girls who will care for children of two, three, four, and five. The job is often far from a sitting assignment.

The practice of baby sitting has grown out of a real need In the olden days young couples settled near their parents or relatives. Today, with modern transportation and the attraction of work in other parts of the country, young people tend to leave the place where they were brought up and to start their families far from their childhood homes. Often there is no grandmother, aunt, or cousin to stay occasionally with the children. Too close confinement to the house may make the young couple irritable and restless and may make it difficult for them to get sufficient recreation.

Baby sitters make it possible for these young fathers and mothers to get out more. One way young couples have solved this problem is by helping each other. Taking turns in being responsible for the children of both families makes it possible for each couple to have some time outside the home together.

Many high school students find baby sitting a pleasant means of earning money. Properly controlled, baby sitting can be advantageous to both the parents and to the baby sitters themselves.

What the employer has a right to expect of the baby sitter. Promptness, courtesy, interest in the welfare of children, dependability, neatness, and willingness to learn are all qualities that the employer should require of any baby sitter.

All employment should be investigated before acceptance. It is preferable for young people to do their baby sitting in the homes of families that are known by their parents. If the job is in the home of a stranger, the parents might well investigate the environment and become acquainted with the family.

Before going on the job there should be a conference with the employer covering such considerations as definite hours of employment, wages, whether there is a telephone in the home, and how to get in touch with the employer, a neighbor, or a doctor in case of an emergency. The employer should assume the responsibility for safe transportation home if it is after dark.

For the comfort and safety of the baby sitter, the employer should see that the house is well lighted and warm enough. If the period of service includes a meal hour or continues later than eleven o'clock, a glass of milk and a sandwich should be provided by the employer. It should be agreed that the girl will not answer the doorbell unless she knows whom to expect, will not invite her friends to spend the evening with her, nor take this opportunity to have long-drawn-out telephone conversations. If the children are sleeping it is a good chance to accomplish homework, to read a good book, or to listen to the radio.

Some questions the employer should ask herself. The employer should always check herself with the following questions:

Do I respect the agreement on hours and arrive home when I say I will?

Am I prompt in paying my baby sitter?

Am I specific in the things I ask my baby sitter to do? Or does the girl find to her surprise that she is expected to perform a number of household duties which were not mentioned in the original agreement?

What the baby sitter needs to know about the baby and his routine. It is necessary to know such things as his time schedule for meals, play, bath, and sleep; where his clothes are kept and whether he is bathed in the big tub or a little portable tub; where he sleeps and how many covers are needed.

Accidents may occur. There are danger spots in every home. The baby sitter must be alert to the possibilities. How is the kitchen stove lighted and turned off? Where is the child supposed to play? How are the cellar stairs protected?

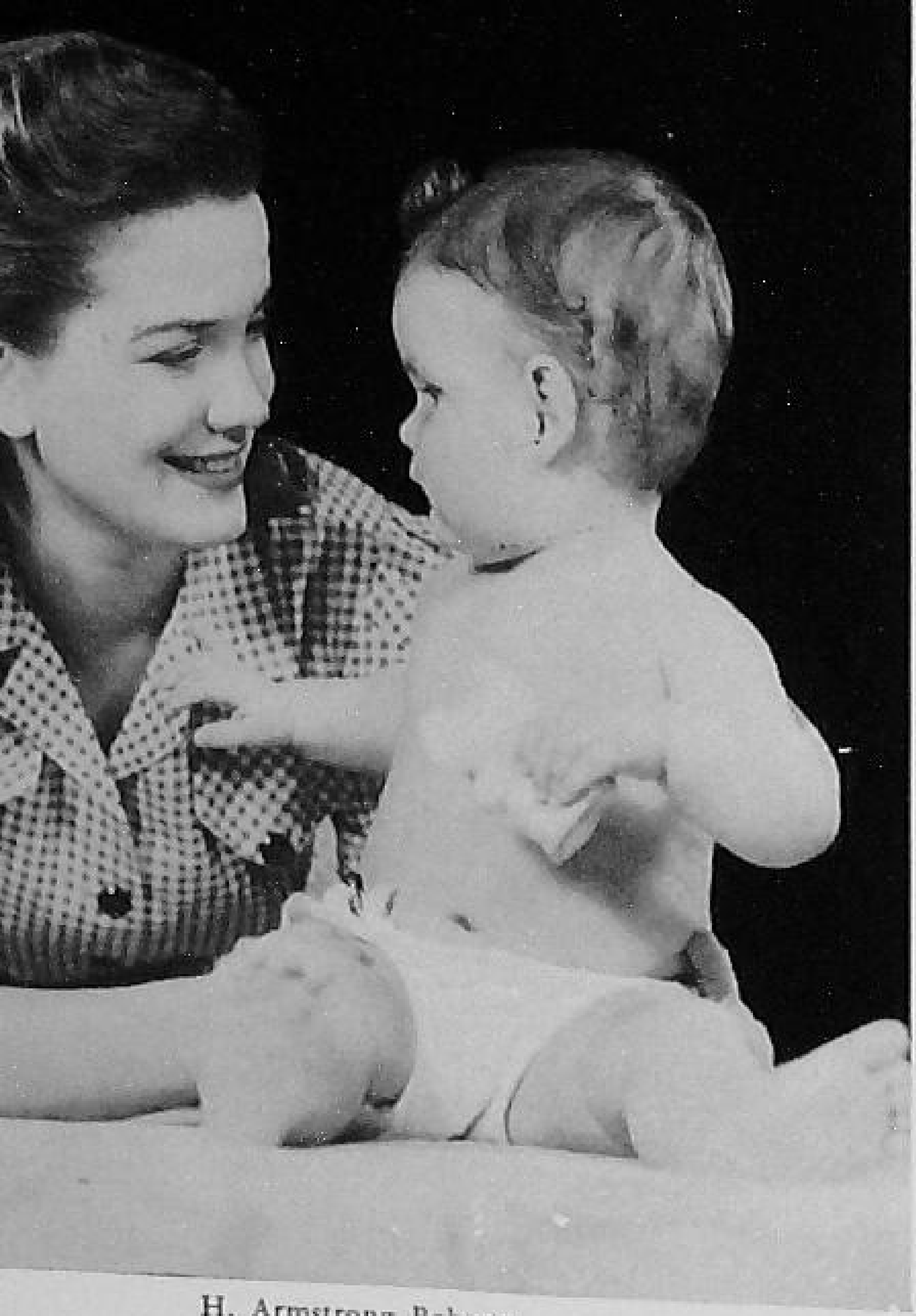
WHAT DOES THE BABY SITTER DO?

The baby sitter's job. Primarily the baby sitter's job is a matter of helping a child to accept the absence of his parents without being worried. He may cry when they leave, but not for long. He will soon show interest in his new companion or become absorbed in his toys. The relationship between the baby sitter and child is the important thing. Can they have fun together and enjoy each other's company? How can the baby's confidence be won?

How to win confidence. It is known that a child needs to feel that a grownup trusts him before he can have confidence in the grownup. In later chapters you will find discussions relating to respect and how respect results from being respected. Children understand ideas in the concrete. A gift means to them that the giver loves them. A "gift" can be very simple, in fact, the simpler, the better. The first time you go, take him an empty spool, a cardboard box with small pieces of cardboard in it, an oatmeal box containing a few pebbles and with the cover taped on, a beanbag, a picture drawn on a piece of paper, pictures cut from old magazines, an animal made from cardboard, or some similar thing appropriate to the age of the child. The value is not in the cost of the gift but that you remembered him.

Getting acquainted. If you are to be responsible for a child, it is important that you take the time to become acquainted before mother leaves. This can be done before the day of the job or earlier on that day. Children need time to get acquainted. You need to know his name and nickname, and if he is old enough to talk he needs to know what to call you. If they are not pushed, children are usually reasonable and accept changes and new people with ease.

Has mother told her child that she is leaving so that he can face that fact squarely? If she has been honest with him and if you never deceive him, your job is easier. He will be less worried about mother's return, for he knows he can trust her.



H. Armstrong Roberts

The baby sitter takes time to get acquainted with the child.

Play activities. The baby sitter's job is not to improve the child's behavior, to make him over, but rather to help him to be happy. He may be a very different child when his parents are away, merely because he misses them. Here is an opportunity to play with children, taking them for rides in a wagon, playing ball, or jumping rope, for example. The children may be absorbed in dramatic play, and if you listen you can learn a great deal about them. You do need to know where they are all of the time and be within sight unless they are sleeping. Many times you will find a child doing what seems like a forbidden act to you, but he tells you with a serious face, "Mother lets me." You have to use your judgment and not be afraid to be firm. You can answer like this, "If mother lets you when she is here, she has her own reasons, but I can't let you do that when I am taking care of you." Be definite in your own right, don't threaten by saying you'll "tell mother" when she comes home.

One of the authors of this book had an interesting experience caring for two children. Carolyn, aged five, and her younger sister and neighborhood friends were suddenly very quiet in the kitchen. On entering the kitchen she found Carolyn on a chair gathering a handful of matches from a large box on a high shelf near the stove. On being questioned, Carolyn said she was going to take them outside to play with. When denied the matches she said, "But my mother lets me have them. We just wet them with water and then

we can take them out to play with." Note that she did not lack a quick answer when trying to gain her end, but she was not allowed to take the matches.

PROVINCIAL GRAMSEV'K TRAINING CENTRE

Stories and music are a great help. Perhaps your public library can provide good stories for children. In Chapter 15 and at the end of this book you will find suggestions for books suitable for various ages. You will also find music books suggested. You can give a special treat with a new story or song, or perhaps you can tell a story. Nothing is more fascinating to a very young child than a retelling of his day's activities.

With his familiar environment, his own home and his own toys, with a new story or song, and your interest in him, you can usually have a happy and reasonable child. By knowing his routines and the special way he likes things to be done, you can help to make him feel at home with you.

What baby sitters can learn about children. Baby sitters have an opportunity to learn and to gain much understanding by caring for children. They will learn about physical care and find that children differ greatly in personality. They will find that children are changeable, that their feelings are strong and yet fleeting. They will learn to enjoy the affection children give. They will observe the natural curiosity of children and become aware of their many interests. They can make their job enjoyable and a real challenge if they work faithfully on it.

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CHAPTER 6

FOSTER-HOME PLACEMENT AND DAY CARE

Some mothers find it essential to go out of the home to work in order to supplement the income. What consideration must she give to the care of her children?

SUGGESTIONS FOR DISCUSSION AND PLANNING TOGETHER

1. Plan to visit a day nursery or a day-care center in your vicinity. Use other material in this book also, as background for evaluating the group you visit. Make a list of the items you wish to check on.
2. If your community, or one near, has any agency interested in day care, have a member come and talk to your group if possible.
3. Give careful consideration to the factors that may influence a child's personality development.

CARE OUTSIDE THE HOME

Many young mothers are finding it necessary in these days to supplement the family income by going outside the home to work. Some can manage by working part time, while some have to take a full-time position. Since motherhood is a full-time job in itself, this presents a problem that has to be faced in a constructive manner.

Organizations. Children under three years of age may be cared for by foster day care and children nearing three may have group day care. Our large cities have organizations

usually supervised by health and welfare organizations, by a council of social agencies, or by the board of education. To locate proper placement it is wise to inquire and make plans through such agencies.

FOSTER-HOME CARE

The choosing of the best place for your child requires thought and consideration. A mother knows her own child better than anyone else, and a child is usually happier in a foster home where standards are comparable to those in his own home.

A visit to the home is essential, or better, more than one visit, in order to know the foster mother who will care for the child or children during the day.

The substitute mother. Is she kindly and motherly? Does she like children? Is she secure enough so that she can be a second mother and yet not try to usurp the baby as her own? Is she agile enough to keep up with a toddler, or a runaway, exploring two-year-old? She should be able to help the child through the first emotional adjustment of being away from his own mother. She should be able to understand and take his "bad" behavior as well as his "good" behavior.

It is also important that the foster mother have respect for the parents of the child and that there be no remarks made before the child that might mean to him a criticism of his home. She may need to reassure the child that his parents love and want him, even though they have to leave him with her while they work. He may not understand but he certainly will feel the attitude with which the words are said.

The child may have torn loyalties between his two sets of "parents," and need help by both real and foster parents to accept and understand this placement. Children may at times say, "My mother doesn't do it that way," or to the mother, "Mrs. Jones doesn't do it that way." A wise answer can be, "No, there are many ways to do this, she does it that way, and I do it this way." Let him talk in this manner if he

wishes. It may be the beginnings of learning that people are both different and good.

Physical facilities. The emotional atmosphere is, of course, the most important in the total process of personality development, but other factors need to be considered.

The mother must be sure of the physical care. She must check on toys and play space, indoors and out, and on the place for sleeping and eating. It is wise to talk over menus for the day, for this will help her in planning meals for her child at night and morning. Sanitary surroundings and cleanliness are musts, of course, but space for a child and thoughtfulness of needs for his play do not necessarily mean neatness, and certainly not strict orderliness.

GROUP DAY CARE

For group day care our cities have day nurseries and child care centers which should be under the supervision of local or state agencies. Sometimes a social worker is in charge of the intake of children, and sometimes the teacher does this. In the first conference a mother can learn about the kind of person the teacher or social worker is, and about her understanding of children. It is helpful if the mother or a person familiar to the child can stay with him the first day or few days after he enters. This can give him the feeling of belonging and of his mother's approval of the teachers and the place.

Play space and materials. The physical set-up needs to be checked, both indoors and out, for space and play equipment. There should be large physical apparatus for climbing and dramatic play, space for running, large blocks or packing boxes and boards for building, wheel toys for loading and riding, a housekeeping corner with housekeeping equipment, including dress-up clothes for both boys and girls, a "fix-it box" with such things as pieces of string, an electric cord, a screw driver, and child-size furniture where children may keep house as mother does, or in their own way. Small

toys to use with indoor building blocks, a good selection of books for children to look at and have read to them, music and sound-making materials for them to experiment with, paint and clay, and toys for quiet play should be included.

The day's program. One should examine the day's program to discover if there is a balance of active and quiet play, an opportunity for children to choose what they wish to do rather than all being expected to do the same thing at the same time with equal results, a good warm meal served in a comfortable fashion at noon, and adequate sleeping and toileting facilities.

PRIVATE DAY CARE

Sometimes private, philanthropic, or commercial nursery schools and kindergartens are recommended. These too need to be carefully evaluated in the above terms, especially if there are no licensing regulations or local supervision. Do not hesitate to question the educational background of the teachers and the philosophy of the school. Do not be entranced by the children who come home reciting nursery rhymes or having memorized poems or songs or bits of information meaningless to them, for "showing-off" purposes. Good healthy play is in the "here and now," and learning to live with others one's own age involves much social learning and emotional growing up. Conflicts that are within bounds are healthy.

Ask yourself if the teachers really understand children and love them as they are—quiet or noisy, dirty or clean, co-operative or unco-operative.

The child's reaction. It is good to watch your child over a period of time as he adjusts to his new environment. It may be very hard at first because of his fear of losing mother, even though the care is of the best. The mother's and the teacher's understanding should help him to lose this fear and gradually adjust for happy, healthy growth.

Parents can help their children to accept care outside of

the home if they can accept it themselves. Most mothers do not want to leave their children, but economic necessity sometimes requires it. They must be able to understand their own twinges of jealousy if their children seem to prefer the foster parents at times. Try to choose the right place for your baby the first time so there will be no need to change the placement. This would necessitate another emotional adjustment on the part of the child.

If there are no local agencies in your vicinity, there are state agencies that can give advice and help. Sometimes the local school or the family physician can refer parents to the agency that can help them most.

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CHAPTER 7

BATHING, CLOTHING, AND FEEDING THE BABY

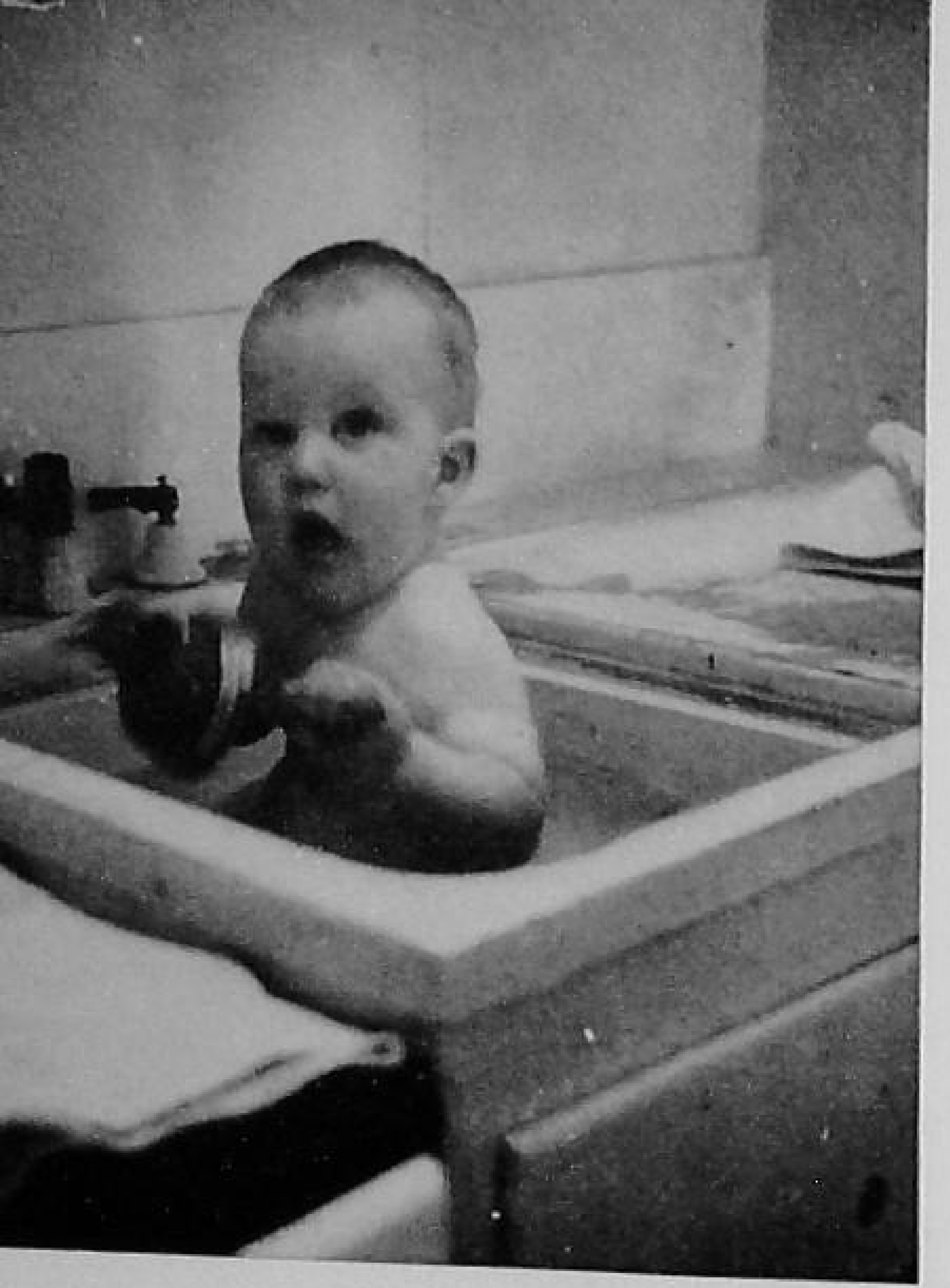
What factors, other than physical, are of prime importance in the care of babies?

SUGGESTIONS FOR DISCUSSION AND PLANNING TOGETHER

1. The class may plan to have a mother in the neighborhood bring her baby to school and demonstrate the bath. How can the bath be a pleasure for both the baby and the mother?
2. Plan to make a brief survey of what the shops are showing in infant wear. Study and itemize a minimum layette.
3. Gather information on the total amount of money which should be set aside for the baby, including such items as clothing and other equipment, hospitalization or delivery in the home, and services of nurse and doctor. You might work on this in committees.
4. Demonstrate the laundering of wool, rayon, and cotton garments.
5. How can we help the baby to develop favorable attitudes toward eating?
6. What health factors must the mother consider if she is to be successful in nursing her baby?
7. Plan a satisfactory diet including supplementary foods for a baby of eight or ten months of age.
8. Choose a committee to plan and demonstrate the process of sterilizing feeding equipment.

THE BATH

The baby's bath is given both for cleanliness and comfort, and should be a happy time for baby and mother,



A baby will enjoy his bath in the kitchen sink or the bowl in the bathroom if these places are large enough.

or for big sister if she is old enough to give the bath. Good planning and plenty of time can make it a pleasure.

Equipment. Bath articles can be collected gradually and do not need to be expensive. The following articles are recommended:

Tub, rubber or enamel.

Tray, holding covered containers for swabs of absorbent cotton, mineral oil, and mild soap.

Soft towels and small washcloths.

Wall and bath thermometer (the elbow can be used to test the water).

Covered receptacle for soiled clothes.

Paper bag for used cotton. Discard daily.

Small saucer for oil.

Safety pins, small, medium, and large, stuck in a cake of soap, or in a container, safely out of baby's reach.

Accurate scales are helpful, but not essential if the baby can be weighed at a well-baby clinic or physician's office from time to time.

The table, padded with towels on which to bathe and dress the baby, should be at the right height for the mother to work without unnecessary bending. A four-to-six-inch rim around the top is desirable to prevent the baby from rolling off. If a folding table is used, it must be firm and steady. If a baby has an insecure support he may cry because of fear. A bathinette with a frame too light gives the same feeling of insecurity.

Assemble and arrange all bath equipment and clean cloth-

ing in order of use. The temperature of the room during the bath should be comfortably warm (about 75 degrees), and the temperature of the water about 90–100 degrees. When the water is tested with the elbow it should feel lukewarm, neither hot nor cold.

The sponge bath. During the first four to six weeks, some authorities say, the baby does not need to be bathed daily, because the water removes from the skin the oils which help to protect him from skin troubles.

During the first weeks he is sensitive to changes of temperature. It is best not to expose his entire body at once. Keep him covered with a towel, or leave his shirt and diaper on while washing face, head, and arms. His eyes, ears, nose, and mouth do not need any more cleaning, for nature takes care of them with the normal secretions. Do not poke at them. Just wash the outside of the ears. If there is mucus in the baby's nose that needs to be removed, twist a bit of fresh, soft cotton moistened with water and clean the openings of the nostrils. Give the cotton a slight twist and hold firmly to the end of it. Never clean beyond the openings and never use any hard substance with the cotton on it. Then bathe his body, legs, and genitals with mild soapy water and rinse with clear water. Pat the body dry.

The tub bath. If the navel is healed, a well baby may be given a bath in his tub when he is four to six weeks old. Use about four or five inches of water. A folded towel placed on the bottom of the tub will help to prevent the baby from slipping and becoming frightened. Before putting him into the tub his face and head should be washed as described above. If the scalp seems dry, rub on a few drops of mineral oil or petroleum jelly. Wash his scalp with soap once or twice a week while you hold him lying on his back. Rinse in the same position to avoid getting soap in his eyes.

Then soap the body all over, supporting him on your left arm. Be sure to soap in all the creases. Carefully supporting him, put him in the lukewarm water and rinse off the soap. Pat his body dry; do not rub.

Oil and powder are not needed unless the baby is bathed too often or has very dry skin. Some pediatricians recommend oil. If powder is used be sure none gets in the baby's face, or he might inhale it.

Holding and lifting the baby. During the bath, when dressing him, or whenever handling the baby, remember that he is learning to know you by the way you treat him. By your handling of the baby, you may make him angry, cause him to be frightened, or harm him physically. The baby should never be lifted by his arms. For the first six months the spine and head should be supported. To lift the baby correctly, slip the left arm under his head and upper part of his back, and the right arm under his lower back. If held upright with his head over your shoulder, his head and upper back must be supported. Try not to alarm the baby by awkward handling or to annoy him with unnecessary movements during bathing and dressing.

Exercise. Just before the bath, when the baby's clothes are off, he will enjoy exercising his whole body. It is important to allow time for this. In the first few months the baby's random movements give strength to the muscles of arms, legs, and back.

The baby will enjoy his bath if the water is not too hot or too cold; no soapy water gets into his eyes; he does not slip in the tub; he is not fatigued by too much play or too many visitors; the equipment is firm and he feels safe; and the adult is unhurried and relaxed.

DRESSING THE BABY

The baby can be conveniently dressed on a padded table. The garments that are put on him should be selected daily according to the temperature, not the date on the calendar.

Babies in the first two months require more clothing because they are not very active. Be careful not to overdress. The amount of clothing you need on a particular day is a

good guide for you. When outside the baby is usually protected from the breezes in a carriage.

Putting on the diaper. Ask the nurse or saleswoman how to put on the type of diaper which you purchase. Fold them the correct way to use when you put them away. Then the baby will not have to wait, which no baby likes to do. The extra thickness of the diaper should be put where it gets the wettest. Pin back of diaper over the front. Be careful about pins and put your fingers between the baby's skin and the diaper as you fasten it. Always keep pins out of the baby's reach. When changing the baby use cotton and a little oil to clean his buttocks.

Some authorities believe the baby does not need more than six to eight dry diapers a day. Change the baby's wet diapers when he seems uncomfortable. Changing him often will not help to train him to keep dry. He has a lot of growing to do before he can control his sphincter muscles.

Shirts. Choose shirts that have a good size opening for the head, for babies hate to have clothes pulled tightly over their faces, and their arms tugged at as the shirt is put on. Avoid those that have a string around the neck. If they have fasteners be sure they are sewed on tightly. Shirts that have extra thickness where diapers are pinned last longer. If other clothing is necessary for everyday wear choose clothes that open all the way down so they will not have to go over his head.

CLOTHING

The infant needs simple garments, constructed to give maximum freedom and to provide ease in laundering. Garments should give warmth, be light in weight, and have no tight bands.

Longcloth, nainsook, batiste, and soft seersucker, which does not have to be ironed, are suitable materials for slips and dresses. These materials are used because they are soft, not too closely woven, and easily laundered. In order that

the baby may be free to exercise, to grow, and to develop strong muscles, the garments must be constructed to give freedom to arms and legs. Armholes and sleeves must be large and loose enough to allow him to throw his arms about without being hampered by armholes or bands that cut or bind. All seams must be flat and smooth. Rough edges irritate the baby's delicate skin.

Layette. The following list of clothing needs will be reduced by some mothers and increased by others. The trend is toward fewer hampering garments for the infant. He needs to kick.

Diapers. Three to four dozen (largest size). Gauze and birdseye are easy to wash and quick to dry. Birdseye is bulkier. There are other types on the market and some have disposable pads. Some mothers prefer a diaper service that supplies the diapers, launders, and delivers them.

Waterproof pants. Two or three, to keep from wetting the bedding or mother when she holds him. These are approved unless the baby develops a rash.

Quilted pads. Two to four, depending on drying facilities.

Shirts. Three to six, with long or short sleeves, depending on the climate. Pure cotton is the best, unless the baby is frail or the house is cold, when he may need part wool.

Nightgowns. Three to six of a knitted weave, if needed for warmth.

Kimonos. Three to six of a knitted weave, open down the front or back. These can be used in place of dresses.

Blankets. Two to four lightweight wool, or wool and cotton. All cotton is heavy, and the baby needs to be able to kick. Lightweight "receiving" blankets are good to wrap around the baby and so avoid the nuisance of sleeves.

Sweaters or sacks. Two or three for extra warmth.

Dresses. One is enough for baby will wear the attractive nightgowns and kimonos now on the market.

Sheets. Three to six. Stockinette is absorbent and easy to launder.

Waterproof sheeting. Material with stockinette or flan-

nelette covering will protect the mattress and not require another pad under the sheet. Buy large enough so it can be fastened tightly over the mattress.

Clothes for the older baby. As the baby grows older, the type of clothing will change with his increasing activity.

Outdoor wraps. A knitted woolen suit begins to take the place of blankets in cold climates, as he sits up and begins to stand.

Rompers. Choose weight according to climate. They need to be roomy enough to allow for creeping with ease and should not be bulky. Knitted pants and shirts are also good.

Overalls. These must be sturdy to stand hard wear and laundering. They protect the baby from scratches and splinters as he creeps.

Stockings, bootees, and shoes. The baby kicks off socks and bootees and they are usually unnecessary unless the floor is very cold. The baby's feet and hands always feel cooler than the rest of his body. Most authorities advise letting him go barefoot until he is standing up most of the time. When shoes are purchased they should be fitted on the baby. If they are running over, consult your doctor.

Pajamas. Two-piece are convenient for the pants can be changed and buttoned onto the same top.

LAUNDERING THE BABY'S CLOTHES

Efficient laundering is essential for both the welfare of the baby and the durability of the garments. A knowledge of textiles and soaps will aid in keeping the clothes in good condition and comfortable for wear.

Cotton clothes. Soak cotton clothes in cold water; wash with a mild soap and hot water; rinse; boil five minutes if not colored; rinse again in at least two rinsing waters; and hang out-of-doors, if possible, to dry. Do not starch.

Wool, rayon, and silk. Never soak clothing made from wool or rayon or silk fibers. Wash them in lukewarm, never hot, soapsuds made with mild soap or soap flakes, never

strong washing powders. Do not rub or wring the garments; squeeze them. Use the same temperature for both washing and rinsing waters. Shake and pull into shape. Dry in warm air, not in the hot sun or hot dryers. If these articles need to be pressed, use a medium, never a hot, iron. Wool, rayon, or silk fabrics should never be allowed to freeze. If these rules are not followed, the soft, elastic quality of the woolen garment is lost; it shrinks and becomes hard.

Diapers. Change wet diapers as often as needed. Do not leave them around to dry. Never use a diaper a second time without laundering, for the waste products in the diaper may cause a rash. Put wet diapers in cold water in a covered receptacle. Rinse the soiled diaper in the flushing water in the toilet, holding it firmly. Rub on soap and soak in cold water. Wash them in hot water with a mild soap; rinse several times until the soap is all out; boil two or three times a week; dry in the sun, if possible; smooth with hands and fold ready for use; do not iron. Soap left in the diaper is irritating to the skin. If the baby develops a rash ask your doctor about a product to put in the rinse water.

With the best planning and management the care of an infant is time-consuming, though very rewarding. The whole family will profit if simple garments requiring no ironing are used. With less fussing, the mother will have more time with her husband and the rest of the family.

THE BREAST-FED BABY

Breast feeding provides a natural food for the young child as well as the opportunity for gaining emotional security through satisfying contacts with the mother. Physicians, psychiatrists, psychologists, and nutritionists consider it the best method of feeding for most babies during the first seven or eight months. If the mother is well, and her diet is adequate, her milk contains the fundamental substances for growth and is especially suited to the particular needs of her child. With the addition of supplementary foods

at the right time, the mother's milk is the safest food for the infant.

The attention which the expectant mother gives her health for the sake of the baby is called prenatal care. Proper care and food during the preceding years as well as during pregnancy and the nursing period should enable the mother to nurse her baby, to maintain her own health, and to contribute to the health of the baby.

Diet for the nursing mother. The diet of the nursing mother must be high both in quality and quantity not only for the baby's sake but to safeguard her own health. Her diet should contain milk, eggs, whole-grain cereals, meat, fruits, and vegetables. Milk is one of the best sources of bone-building calcium and phosphorus. Cheese may be used for a portion of the daily milk requirement. Some of the milk can be eaten in cereals or drunk in cocoa. A safe rule for the mother's daily dietary is to include one quart of milk; two vegetables in addition to potatoes; two fruits, one of them fresh; whole-grain cereals and bread; one or two eggs, at least one yolk; meat, fish, or fowl once a day. She should eat liver and beefsteak once a week, if possible, because they contain iron and vitamins; seafood should be eaten once a week, especially salmon, sardines, and mackerel, as they are rich in iodine and in vitamins A and D. It is recommended that fruits and leafy vegetables be taken in liberal amounts.

Fats, including bacon, should be eaten in moderate amounts. Butter or fortified margarine is valuable for vitamin A and should be used on enriched bread, rice, and potatoes, rather than in rich gravies, sauces, and pastries. The expectant and the nursing mother should avoid fried foods, pastries, and rich cakes. Most authorities recommend one teaspoon of cod-liver oil daily. The nursing mother must eat foods containing materials for tissue building. Therefore, her diet will be high in meat, eggs, milk, cheese, and fish.

There is no doubt that the bones and the teeth of the baby are affected by the mother's diet and that her diet

should not be deficient in calcium, phosphorus, and the necessary vitamins. The old saying that a mother loses a tooth with the birth of each child need not be true, if sufficient tooth-building materials are provided in her diet. The baby may develop severe anemia if before his birth the mother's diet lacks the elements which make good blood. The pregnant mother must provide the baby with a reserve supply of iron to last him through the early months. This is very important, since experiments have shown that the iron content of the nursing mother's milk cannot be increased by iron content in her diet. However, for her own health, her diet should be rich in iron.

The fresh fruits, leafy vegetables, and whole-grain cereals recommended in the mother's diet furnish mineral salts and vitamins and also aid elimination. Diet rather than medicine should be the treatment for constipation.

Sleep, rest, and sunshine. A nursing mother should have at least eight hours of sleep at night and an hour during the day. Some time each day should be spent out-of-doors in the sunshine. A certain amount of normal exercise should be taken daily. However, overwork and consequent fatigue will affect the milk supply. A quiet, harmonious life will aid the secretion of milk; but fear, worry, anxiety, anger, and excitement retard its flow. Recreation and some time away from the baby are beneficial. Fatigue on the part of both the baby and the mother may be relieved by tepid baths.

BUILDING A FEEDING FORMULA

The formula is composed of milk, boiled water for diluting, and a sugar. Each formula must be planned to meet the nutritional needs of the individual child. The important factors to consider are a good milk supply, a mixture that will give adequate nourishment, and a preparation that is sanitary and digestible.

Milk. The most satisfactory foundation for the formula of the artificially fed infant is cow's milk. Secure clean, fresh

milk of the lowest bacterial count. Certified cow's milk or pasteurized milk is procurable in most cities. In some cases, irradiated evaporated milk, powdered whole milk, goat's milk, and lactic acid milk are used. The formula should be recommended by a physician.

Sugar. Granulated sugar may be used. Malt sugar and milk sugar are less sweet and more easily digested than ordinary cane sugar. Sugar is added to the formula for its food value. Some physicians and nutritionists are advising corn syrup. It is cheaper and just as good.

The following table is helpful in measuring:

2 level tablespoonfuls of cane sugar equal one ounce.
3 level tablespoonfuls of milk sugar equal one ounce.
4 level tablespoonfuls of dextri-maltose equal one ounce.
2 level tablespoonfuls of corn syrup equal one ounce.

Foods to avoid in infant feeding. Do not use patent infant foods unless advised by a physician. Avoid sweetened condensed milk. Some patent foods may lack important growth elements. The baby's gain in weight may thus be due to stored water and fat instead of strong bones and muscles.

Utmost care must be taken with the baby's milk. Do not use milk that is more than twenty-four hours old. When the milk is delivered, rinse off the bottle and dry it. Place it in the coldest part of the refrigerator but avoid freezing it. Keep it cold and covered until used.

Sterilizing equipment. Special utensils, other than those used for family purposes, should be provided for sterilizing the bottles and nipples and for preparing the formula for the baby. The equipment necessary consists of a sterilizer with a false bottom and a cover, a small saucepan for nipples, and bottle caps or nipple covers. The reason for this care is that germs multiply rapidly in milk.

Care of bottles and nipples. As soon as each feeding is finished, rinse the nipple and bottle in cold water. Fill the bottle with cold water, and put the nipples in a jar of cold water until you are ready to wash them. Then wash and

rinse the bottles and boil them vigorously five to ten minutes. Wash and rinse the nipples and boil them five minutes. Considerable time is saved if the bottles are sterilized while the formula is being prepared. Keep the nipples in a sterilized jar. A covered pint jar may be used. Be sure your hands have been thoroughly washed before handling sterilized bottles and nipples. Never put your fingers into the opening of the bottle nor on the portion of the nipple that goes into the mouth.

EQUIPMENT NEEDED FOR MIXING THE FORMULA

One dozen bottles
A bottle brush
Rack to hold bottles upright
Two covered pint fruit jars, one for sterilized nipples and one for the used nipples
A utensil for boiling the mixture (If enamel is used, it must have no chipped surface.)
One-half dozen nipples
One-half dozen bottle caps or nipple covers
Standard measuring glass
Funnel for filling bottles
Long-handled spoon to stir mixture
A tablespoon and a knife for leveling the sugar

To prepare the formula. Measure the ingredients carefully, mix thoroughly, bring the mixture quickly to the boiling point, and boil three minutes, stirring constantly with a long-handled spoon. Milk boiled three minutes is easy to digest. Remove mixture from the fire and stir rapidly to prevent a skin from forming on top.

Pour immediately into sterilized feeding bottles, one for each feeding. Adjust nipples and nipple covers or cover with bottle caps. Place in the coldest part of the refrigerator after the mixture has cooled sufficiently. Care needs to be taken not to break the bottles by exposing them too suddenly to extremes of temperature.

Testing milk and nipples. Warm the bottle before feeding by placing it in a container of water, heating it gradually, unless the bottle is heatproof. Test the temperature of the milk by allowing a drop to fall on the wrist. It should feel neither hot nor cold but lukewarm. Do not test by putting

the nipple into your mouth, for this will carry germs to the child. No one's mouth is ever free from germs.

If the holes in the nipples are the right size, they will allow the milk to drop rapidly enough without the bottle being shaken. The drops must be well formed but should not flow in a stream. If the holes are too small, the drops will be small and infrequent, and the baby will have to work too hard. To open the holes, use a large darning needle or a fine crochet needle which has been sterilized. If the holes are too large, he will eat too rapidly and be deprived of sufficient sucking exercise and pleasure. Any milk left in a bottle after feeding must be thrown out.

THE FEEDING SCHEDULE

Number and time of feedings. Babies are born with the ability to indicate their hunger, and if we are sensitive to those signs and are willing to help them establish their own habits, we can soon find a schedule for feeding that will satisfy each child. The late Dr. C. Anderson Aldrich, who was Director of the Rochester Child Health Project, recommends that the schedule and amounts of milk and supplementary foods be determined by indications of the baby's hunger and needs.

It is important that both the breast-fed and bottle-fed infants have a regular number of feedings at fairly regular hours. This can soon be established if the regular feeding hours are not observed too rigidly but are encouraged. The regular periods of rest for the stomach, secured by observing definite feeding hours, aid appetite and digestion. The intervals between feedings should be neither too short nor too long. Each infant has his own hunger rhythm.

Mother's milk usually leaves the stomach in one and a half to two hours; cow's milk, in two to two and a half hours; cow's milk with malt, in three hours. There is great individual variation, but it is easy to understand how a schedule can best secure rest for the digestive tract.

When the normal baby is a few days old, he can be put on the three- or four-hour schedule depending on his individual needs, giving him six or seven feedings daily. Most babies will be on the four-hour schedule in a few weeks.

After the baby's sixth week he may sleep through the 2:00 A.M. feeding. If he wakens and cries, it is probably an indication that he needs to be fed.

Preventing colic. Some babies swallow air during the feeding process. This may cause pain. After each feeding, whether by breast or bottle, hold the baby over your shoulder and gently pat his back from waist to neck. This brings up any air taken into the stomach with the food and is popularly called "burping." Support his head and back.

When feeding from a bottle, hold it at such an angle that the nipple and the entire neck of the bottle will be filled with milk. This prevents the baby from sucking in air. When the holes in the nipple are too large, rapid eating may also cause air intake.

If he has colic he will give sharp cries and draw up his feet. To relieve him, hold him over your shoulder and pat his back to bring up the gas. Prepare a warm, not hot, water bottle by putting a small amount of water in it and expelling the air. To expel the air, rest the bottle on a flat surface and force the water into the neck of the bag to overflowing. With the water filling the neck, screw on the stopper securely. Put the bottle on the bed, place a towel over it, and lay the baby stomach-down on it. Only a comfortable warmth is desired. The clothing and the towel should protect his skin from direct contact with the bottle.

SUPPLEMENTARY FOODS FOR THE BABY

Supplementary foods provide food elements which the body needs in addition to those obtained from milk. They also help the baby to become adjusted to a mixed diet. Babies differ as to their needs. When one is planning the

diet of both the breast-fed and the bottle-fed baby, the following data are helpful:

Water. Water is essential as food and should be boiled before using. It helps to regulate body temperature, aids in elimination, stimulates digestion and absorption, and is used in body structure. Water should be fed from a spoon or bottle. Babies should have water two or three times daily in winter and four or five times daily in summer. Even though the baby may refuse water, offer it to him regularly between feedings.

Cod-liver oil. In order to furnish vitamin D, give 3 to 5 drops of cod-liver oil at two to four weeks of age, gradually increasing the amount as the physician advises. Some physicians advise 1 teaspoon, others 1 to 1½ teaspoons twice daily by the fifth or sixth month. Lesser amounts are recommended in sunny climates. The physician will understand not only the needs of this particular baby but also the strength of the oil recommended.

Orange or tomato juice. This is added for vitamin C, and given as soon as the baby has become adjusted to cod-liver oil. It is usually started at four weeks. Authorities recommend ½ teaspoon diluted with water when first given, increasing the amount until at least 2 tablespoons of orange juice twice a day are given by the latter part of the year. It may be given at first from a bottle or a spoon, later from a cup. Twice as much tomato juice as orange is required to furnish an equal quantity of vitamin C.

Cereals. Not only do cereals provide energy, but if they are whole grain they aid in elimination and supply iron and vitamin B. They encourage the baby to learn to chew. Cereal feeding is usually started in the third or fourth month. Cook it longer than that prepared for the family and with less salt. At first the cereal is put through a sieve and diluted with a little boiled milk; by the sixth or eighth month it is given unsieved and of ordinary thickness. When the infant is accustomed to the taste and texture, give him ½ tablespoon daily, increasing to 3 tablespoons twice a day. The

cereals that are recommended are whole-grain and enriched products.

Vegetable water. Physicians may recommend that vegetable water be added to the formula or displace some of the drinking water, if the baby is constipated. It is desirable to start with 2 teaspoons and increase to 2 tablespoons, using the water from cooked carrots, string beans, peas, or spinach.

Vegetables. These may be given as early as three or four months. Vegetables are given to supply vitamins and minerals and to aid in elimination. The first to be used are spinach, carrots, string beans, and peas. By the end of the first year chard, young beets, asparagus tips, celery, and squash may be added. Onions and cabbage may be used if they do not produce gas.

Preparing the vegetables. The vegetables recommended in the first year may be taken from the family cooking pot if the vegetables have been cooked without salt. To serve the baby, salt the vegetables very slightly, but add no other seasoning. The vegetables should be put through a ricer or a colander from the first rather than through a fine wire sieve. Some nutritionists and physicians think the baby will learn to chew better with this consistency than if started on a fine vegetable pulp and that he will gradually become accustomed to the texture.

Egg yolk. Egg yolk is given to the very young child because it contains iron, vitamin A, and vitamin D. Authorities recommend starting at about one month with ¼ teaspoon daily for a few days, gradually increasing the amount until he is taking the whole yolk on alternate days by the fifth or sixth month. Then small portions of the white are added gradually until the child at one year is taking a whole egg on alternate days. The yolk may be added raw to milk, cereal, or vegetable; it may be soft-cooked or hard-cooked and grated, and fed separately.

Fruits. Fruits provide vitamins and minerals. In addition to orange and tomato juice, cooked fruits are commonly

introduced between the third and sixth months. Use apple sauce, mashed ripe banana, strained apricots, pears, prunes, peaches, and the soft part of a baked apple.

Meat. Authorities differ regarding the introduction of meat into the diet. The trend is toward a more liberal use of it. Meat is valuable because of its iron, protein, and vitamin content. Many pediatricians advocate scraped beef, or finely chopped beef, lamb, chicken, and liver.

Variation and care of supplementary foods. Orange, tomato, and prune juice must be fresh and must be kept clean and cold. Remove the chill from these juices before feeding them to the baby. The cod-liver oil should be fresh and vitamin tested. It should be kept in the refrigerator.

Babies need variation in foods if they are to develop a willingness to take them and a liking for them. Remember to introduce all new foods with no more than a teaspoonful. If one food is persistently refused, try another. There is no need to be concerned about refusals. Try again at a later date.

Allowing other members of the family to give the baby his supplementary foods is a fine way to "spread his interests" and provide pleasurable contacts with persons other than his mother. Father can sometimes help here, and little sister will especially enjoy the privilege.

WEANING THE BABY

When. The baby has been learning to enjoy many different kinds of fun with members of the family, playing and laughing with them as well as being fed by them. The introduction of supplementary foods is one of the first steps in the process of weaning the baby from the breast. The baby should be breast fed for at least six months. Eight or nine months is usually recommended by physicians. The doctor and the mother should decide upon the best time for weaning each baby. The decision will be influenced by the mother's ability to supply a nourishing diet and the baby's general health and

emotional adjustment to his environment. It is believed by some specialists that with proper regard for sanitation, refrigeration, and the use of boiled milk, weaning may be done in any month, while other authorities do not advise weaning during hot summer months.

Method. All authorities agree that weaning should be a gradual process. Physicians recommend that one bottle feeding a day be given regularly to breast-fed babies. Some advise that this be done as early as the third month. This may be helpful both for the baby and for the mother. For the baby it accustoms him gradually to the bottle feeding and it offers a way of finding a formula that agrees with him. For the mother it provides a period of six to eight hours freedom when she may need to be away from him. In case of an illness or an emergency requiring enforced separation, she will feel less anxiety in regard to his feeding.

In the process of weaning, substitute one feeding of cow's milk for a breast feeding in the first week. The next week, substitute two feedings of cow's milk for breast feedings. Continue this substitution gradually until by the end of four to eight weeks the baby has four to five feedings of cow's milk a day with no breast feeding. In addition, he will be having the supplementary foods given at this age. If the baby has learned to drink water and orange juice from a cup he may now be ready for his milk in a cup rather than a bottle. This process may also apply to the weaning of the bottle-fed baby. Having some milk in a cup at the same feeding he has a bottle helps him to get the idea of drinking milk that way. One mother reported that her babies sat up straight and pushed the bottle away when they were ready to accept her offer of milk from a cup. Weaning was no problem for her. Most babies will be drinking from a cup by the end of the first year, but some resist so strongly that it seems better not to force them. The baby may at first take less milk from the cup than he has taken from the breast or bottle and may not make his expected gain in weight. The mother must not, however, force the baby to take more milk from the cup. The

milk may be put into cereals and other foods, but in any case no fuss should be made.

Margery was weaned at twelve months of age after being adequately breast fed up to that time. She had had all the supplementary foods, had willingly taken juices, water, and extra cow's milk from a glass. Her mother weaned her gradually, as recommended above, over a period of four weeks. Margery continued to drink cow's milk during the process of weaning until the last breast feeding was taken away from her. At this point she refused all the milk offered her. Her behavior was ignored although she was offered milk at each meal with her other foods. This strike of hers continued for about two weeks, for Margery seemed reluctant to give up this comforting relationship with her mother. Then she began to drink milk in small quantities. This was her way of adjusting to the process of growing up, and soon milk was accepted with relish as other foods had been. Margery's reaction was a natural one. There will be as many different reactions as there are babies.

N. Y. State College of Home Economics, Cornell University

Babies show better all-round development if held lovingly at feeding time.

Emotional effect. Psychologists tell us that not only is the baby's digestive system concerned with the transfer from the breast feedings to the feeding of cow's milk, but his happiness and sense of security are involved. Breast feedings have

Cod-liver oil. They take it and like it.

satisfied more than his hunger. They have satisfied also his need for love and security through regular contacts with his mother. If the child is weaned from breast feeding before he has learned to know and to love his mother through her play with him, her smile and her voice when she dresses him, bathes him, and puts him to bed, then weaning is a great emotional strain, and he may experience a loss of security. However, if the weaning has been conducted as suggested above and he has had these early satisfactions and pleasures, then the child's physical and emotional well-being is not endangered.

ATTITUDES TOWARD FEEDING

Good attitudes toward feeding are fundamental to wholesome physical, mental, and emotional development. Offering food so that it will be eagerly accepted should be started at birth and continued with regularity and consistency. The way the baby is fed in his first year, as well as what he is fed, lays the foundation for his attitude toward food in later years. One of the most important factors in this process is being held in his mother's arms for each feeding.

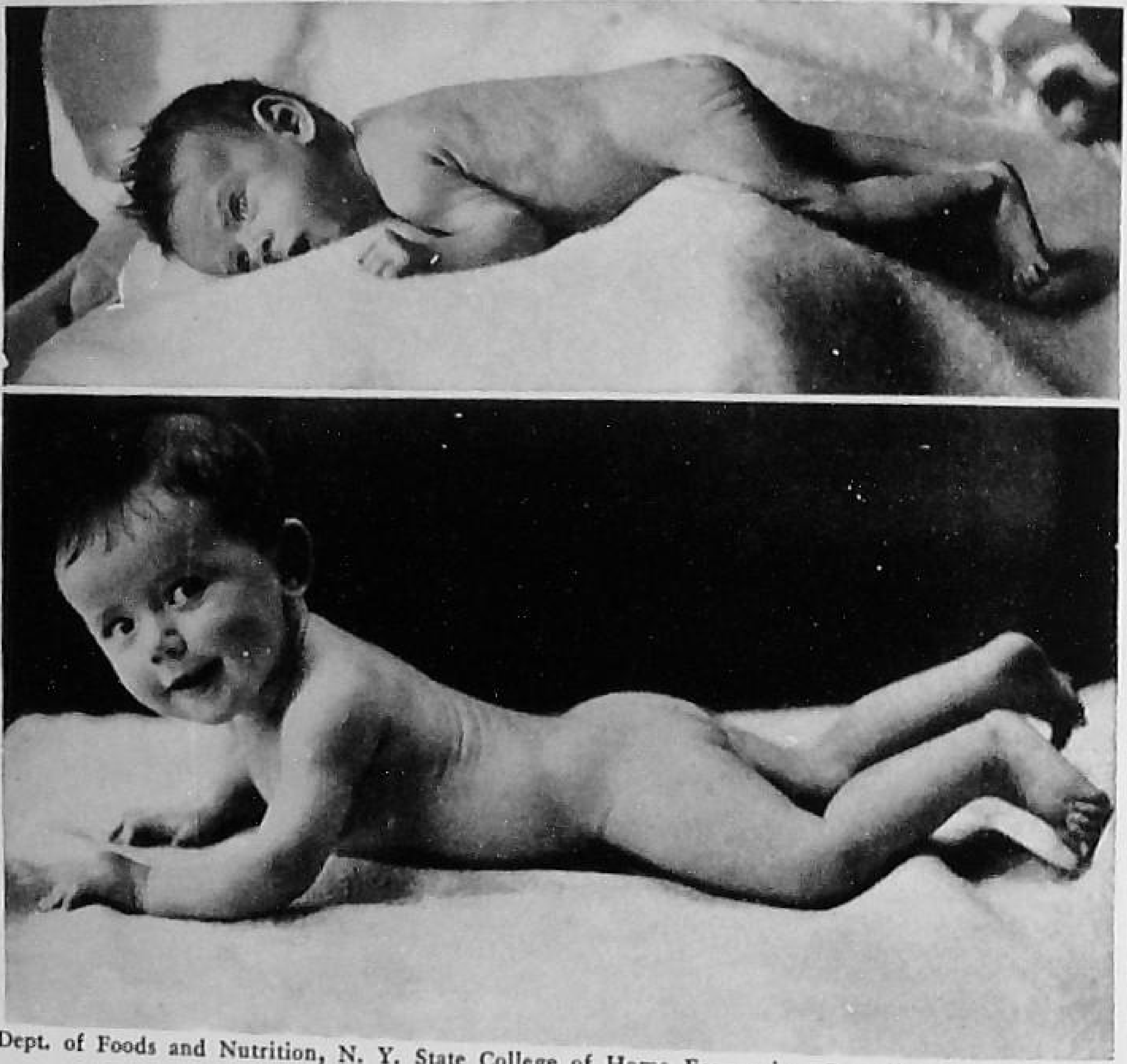
Gradually a schedule which suits each baby's needs will be set up. If he is well it is not necessary to disturb his nap in order to feed him. When feeding him, take him into a quiet room where his attention is in no way distracted from

It can't be a neat process when she is learning.

the business of eating. Keep him awake during the feeding period. If he is regularly fed, the young baby will usually wake up at his scheduled time, and then sleep quietly most of the time between feedings.

Introducing new foods. When supplementary foods are given, the baby must be helped to take them. Orange juice, tomato juice, and cod-liver oil now given in a teaspoon are new tastes and must be started in small amounts and gradually increased as the baby learns to accept them. An easy way to give the first drops of cod-liver oil is with a medicine dropper, gently holding the mouth closed until the infant becomes accustomed to the taste and learns to like it. In order to feed the baby with a teaspoon without receiving a spray of oil or fruit juice in the face, place the spoon back on his tongue, being careful not to choke him. Later when semisolid foods such as oatmeal are introduced, the muscles of his tongue, lips, and cheeks are able to roll such food from the front of his mouth into his throat. He will become accustomed and friendly to the spoon if he is allowed to grasp it and play with it.

Eating cereals and vegetable pulp are new experiences for



Dept. of Foods and Nutrition, N. Y. State College of Home Economics, Cornell University

Bobby came to the New York State College of Home Economics at two months of age, weighing only six pounds (*top*). He left the care of the College at the age of ten months, a healthy, happy baby, weighing nineteen pounds (*bottom*). He had made this gain on plain cow's milk, diluted with water, dextri-maltose added. From the beginning he had orange juice and cod-liver oil. Cereal, vegetables, and other supplementary foods were added at the proper times.

the infant. He must have help to meet these new experiences with co-operation. The average baby up to now has had only liquids and is enjoying great satisfaction in sucking his food. The small amount of solid food put in his mouth from the tip of a spoon has a new feel to him. This new texture, which he does not know how to handle, causes him to roll it about with his tongue and then to spit it out; he does not necessarily dislike the taste. The easily discouraged mother too

often says, "He does not like cereals." The attitude of the mother should be matter-of-fact and cheerful. If she is patient and consistent in offering another bit on the spoon, without looking anxious or surprised, if she never scolds because of his rejections or experiments with new foods, but praises him for trying, then there will be fewer food difficulties and refusals. Even young babies are influenced by facial expressions of adults, by attitudes, and by the tones of their voices. Mealtime should be a happy time, but not a playtime. Do not coax him to eat; do not entertain him while eating.

THE DAILY DIETARY OF THE ONE-YEAR-OLD

Whether the baby has been breast fed or bottle fed, when his first birthday candle is blown out his daily diet will contain approximately the following:

Cod-liver oil	2–3 teaspoons
Milk	1 quart
Fruit juice	3–4 tablespoons
Fruit sauce (banana, apple, prune, apricot)	2–4 tablespoons
Vegetables (peas, spinach, carrots, string beans)	2–4 tablespoons
Potato (baked or mashed)	1–3 tablespoons
Toast or zwieback	1–3 small slices
Cereal	2–5 tablespoons
Egg (alternate days)	1 yolk or 1 whole egg
Meat, fish, poultry (alternate days)	3–5 tablespoons, minced

These suggestions are, of course, only a guide and should be adapted to each individual child's needs. A pediatrician should direct the mother at least through this first year. Hospitals, well-baby clinics, and clinics of the National Organization of Public Health Nursing are becoming available for all mothers.

Many well-planned meals for the family are suitable for the young child if the meat is on his dietary and properly cooked for him and if the vegetables are chopped finely.

All of these recommendations for feeding may seem very detailed and complicated to the young mother, but it has now been thoroughly demonstrated that a careful feeding program produces stronger, sturdier, and happier babies.

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CHAPTER 8

SLEEP AND ELIMINATION IN THE FIRST YEAR

What conditions are helpful in developing satisfactory attitudes in the baby toward sleep and elimination?

SUGGESTIONS FOR DISCUSSION AND PLANNING TOGETHER

1. Name some of the factors in the home that help to make the baby feel secure.
2. What are the advantages of using a basket for the baby's first bed? Plan the articles needed to make it a comfortable place to sleep.
3. Why is it advisable for the baby to sleep alone at all times?
4. Under what circumstances would you consider yourself justified in interfering with the baby's sleeping schedule?
5. What are some causes of disturbed rest in infants?
6. Discuss cases of thumb sucking which you have known about. Try to understand the causes of thumb sucking in these cases, and suggest wholesome methods of dealing with them.

GOOD CONDITIONS FOR THE BABY'S SLEEP

Before the baby is born it is wise to think about the place where he will sleep and the place where his things will be kept. If possible this should be a place of his own, where he can later keep his belongings. This will help him as he grows older to feel secure, knowing that the place is really his, that he was wanted and planned for by the family.

The baby should have a separate bed from birth. This

gives him better air, more freedom, no danger of being smothered or rolled upon, and he learns from the beginning to be in bed alone. Strange as it may seem, young babies have been accidentally smothered by adults who slept with them.

When the baby is about three or four months old he should have a separate room, if one is available. Up to this time many babies need the nearness of their mothers to help them as they are adjusting to their new environment; and the use of a room in common is also convenient for the mother as long as the 2:00 A.M. feeding is given. If, when the need arises, it is impossible to provide a separate room, parents find they can move the crib to the living room after the family has gone to bed. Many times the dining room or hall can be arranged for this purpose. As the baby grows older he can share a room with an older brother or sister. A child under five, however, is unpredictable and might disturb the baby's sleep or even hurt him.

Fresh air. The room in which the baby sleeps at night and during the day, if he cannot be put outdoors for his naps, must be well ventilated. Movable screens around the crib or a sheet over the sides of the crib may be used for protection from drafts. In severe weather a cloth window screen may be devised, or ventilators may be placed in the window casing. Glass deflectors make it possible to ventilate without drafts. A room with a sunny exposure and cross ventilation is desirable. The temperature of the sleeping room should be between 60 and 72 degrees, and the ventilation should be rightly adjusted.

Heating. A delicate baby, as well as a healthy baby, needs fresh air. Whatever the heating system used in the house, the temperature in the room where he sleeps and plays should be kept comparatively uniform and checked by the use of a thermometer. When oil or gas stoves are used, a window should be lowered slightly from the top to allow the impure air to pass out. If it is necessary to use these stoves for several hours at a time, air the room from time to time. An oil lamp consumes as much oxygen as several persons.

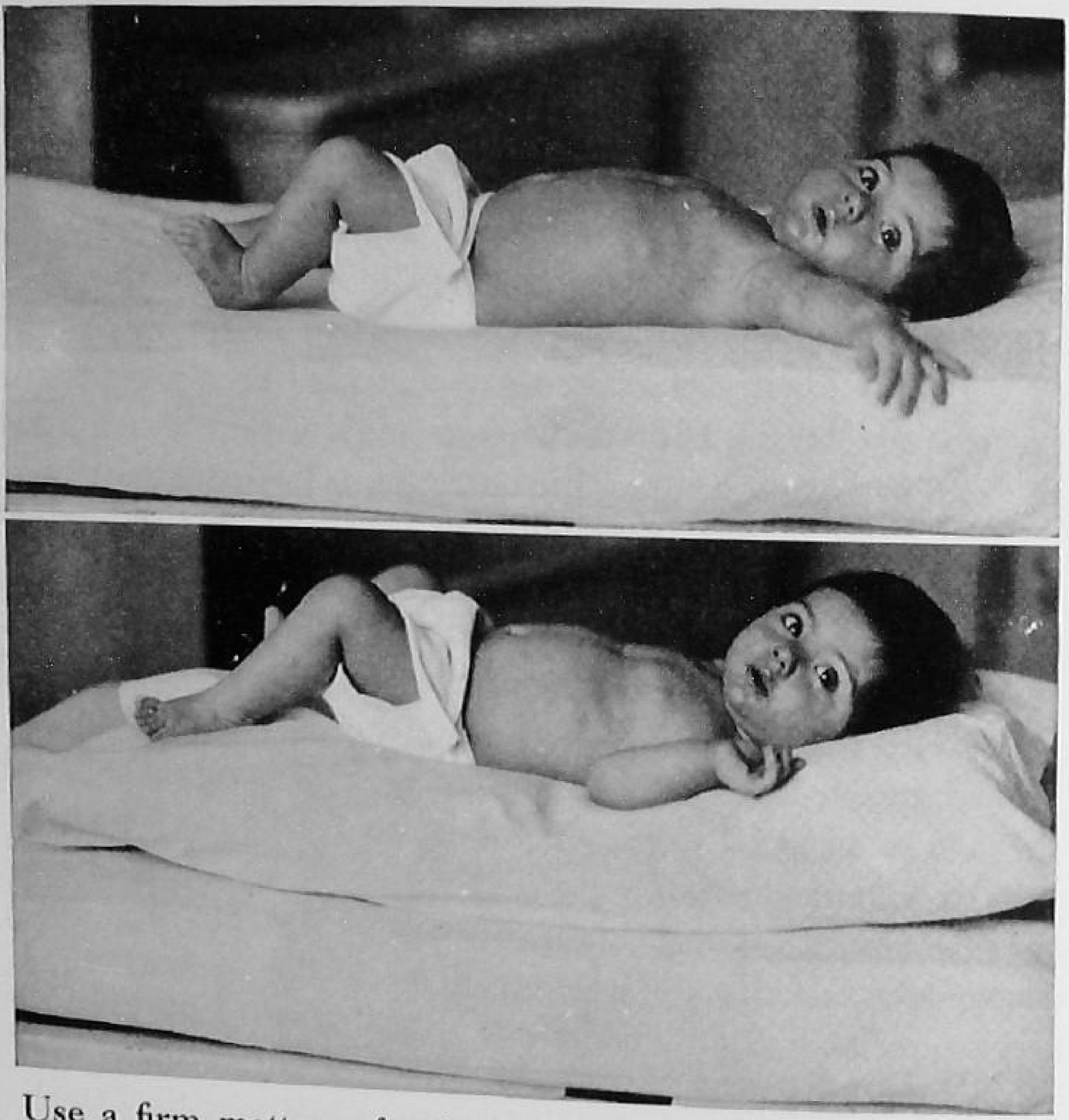
Furnishings. If a separate room is possible, it needs very little furniture and should have no dust catchers, such as overdrapes, upholstered chairs, and heavy rugs or carpets. A simple chest of drawers is needed for the clothing. Several drawers or shelves in a closet are desirable so that the various articles of clothing can be kept in separate stacks and found easily and quickly by any member of the family. A low rocking chair without arms is comfortable to use when nursing or feeding the baby or when singing to him at bedtime. It is believed that holding the bottle-fed baby in the mother's arms during feeding time helps to make up for the loss of the great closeness of breast feeding.

Washable curtains should be used at the windows. White is desirable because it stands frequent washing. For the same reason, enameled furniture and rag rugs are considered appropriate for this room. Floor and wall coverings should be attractive and easily cleaned. The floor must be smooth and free from splinters to be safe for the baby when he crawls.

To avoid a glare at night, do not use a ceiling light, but rather use a shaded lamp placed low. A bulb screwed into a floor plug at night and removed in the morning has proved satisfactory.

The sleeping basket. The baby's first bed may be a small portable arrangement. It is not necessary to buy an expensive bassinet. A clothesbasket can be used. The bassinet or basket must be long enough to permit the baby to stretch out. It may be lined with washable material and padded lightly. In the bottom of the basket place a firm mattress three to four inches thick, or four to six layers of quilted mattress pads. Cover the mattress or pads with a rubber sheet and over this place a washable, quilted pad. Whatever the baby lies on should be firm and flat to aid in developing a straight back. The basket may be placed on a special frame, on a table, or on the seats of two chairs placed together, but not on the floor.

The crib. If the baby sleeps in a crib from the beginning, it is economical to buy one that will last until he is six. The



Use a firm mattress for baby's bed (*top*). Notice how the back curves with the soft pillow (*bottom*).

crib should be high enough to save the mother from unnecessary bending and must have sides to prevent the baby from rolling out. The sides should be adjustable so that lifting the baby and making the bed are easy for the adult. They can also be dropped or removed entirely when the child is old enough to get in and out alone.

The mattress must be firm and free from sag. Poor springs and mattress are no economy. A child who sleeps continuously on a sagging mattress is in danger of developing bad posture.

The bedding for the crib. The blankets should be of the lightest, softest material obtainable. At least one wool blan-

This carriage is sturdy and roomy.

ket is needed; two or three are preferable. Wool blankets provide warmth with little weight; cotton blankets are heavy and not so warm. A sufficient number of muslin sheets, large enough to allow a twelve-inch tuck-in at sides and ends to secure smoothness, are needed for frequent changing. Extra quilted pads, a rubber sheet, and a washable bedspread without lace, frills, or ruffles are desirable. Many pediatricians advise against the use of a pillow for a young baby, maintaining that the pillow tips the head forward causing round shoulders.

The sleeping schedule. During the first few weeks he is asleep intermittently for almost 24 hours each day. As he grows older and takes more notice of life about him, sleeping time is reduced, and by six months he sleeps approximately 15 to 17 hours. Now is the time to help him form regular sleeping habits. Ordinarily, his time for sleeping, as his time for feeding, should not vary unless some unusual happening makes a change necessary. However, recent research shows that we need not be too concerned about some change in schedule provided the baby gets the required amount of sleep.

After a restful nap, he wakes up good natured.

The sleeping schedule will depend upon the feeding schedule, as the baby has a tendency to drop off to sleep immediately after being fed. The baby at six months is having four or five feedings. This makes possible a 6:00 or 7:00 P.M. bed hour, with an unbroken sleep from the late evening feeding, if given, until 6:00 or 7:00 A.M. Following his midmorning feeding, plan for a nap of one and one-half to two hours. His afternoon feeding will allow for a nap which lasts until four or four-thirty. Under usual conditions the baby should not be allowed to sleep later than four-thirty, otherwise he will not be sleepy at bedtime. Feeding should not interfere with sleep.

When preparing the baby for sleep, in the house or out-of-doors, do not pin him tightly into a blanket or tuck the covers too tightly over his body, thus preventing free movement and exercise. Arrange the covers firmly but loosely across his body. The blankets may be held in place by tying them to the sides of the bed or by pinning with large (four-inch) safety pins. The baby should be able to raise his legs at right angles to his body and stretch them to their full extent. Give him the same freedom with his arms. In cold weather a sleeping bag may be used.

Methods of protection. After the baby is six weeks old, he may be put out-of-doors for his nap if the weather is mild. Protect him by putting up the hood of the carriage and by securing a blanket at the top of the hood and the foot of

the carriage. Place the carriage in a sheltered spot on the porch.

Protect the baby from cold by having sufficient padding (bedding or newspapers) under the mattress and around the sides of the carriage or sleeping basket. Cover securely with woolen blankets. Protect the child's eyes from the direct glare of the sun and from the reflection on a light wall.

Accustom the child to a nap in a semidarkened room. This will prepare him for going to bed early during the summer without darkening the room by drawing the shades entirely and eliminating fresh air.

Causes of disturbed rest. The baby's sleep may be disturbed in many ways. He may be excited by being played with or tossed about just before going to bed. He may be too warm, too cold, or wet. The room may be too hot, too cold, too light, too noisy, or improperly ventilated. Trips to the movies, shopping, evening visiting, or being kept up to see guests, all tend to make him wakeful and fretful, and the family should from the first have rules against such practices. Do not keep the baby awake for any member of the family to play with him, unless he would otherwise have no opportunity to know his daddy. Do not waken the baby for visitors. Let them plan their visits during his playtime.

A well baby will sleep. If he is restless and fretful, he may be very tired. Try to discover what may have tired him. Never give the baby soothing sirups or "drops" unless recommended by the physician. Anxiety or tension on the part of the adult may prevent the child from making the desired adjustment to sleep.

Sleep habits. In order to develop good sleep habits, the baby should be put to bed at his bedtime. If a baby cries frequently, it is an indication that the right routine for him has not been found. Since crying is his only way of telling you that he is hungry, lonely, uncomfortable, or has a pin sticking him, he often really needs to be taken up, cared for, and cuddled. All children need love and assurance, even in the earliest days, and some infants need more than others.

POINTS TO REMEMBER ABOUT SLEEP

Provide a flat, firm mattress and no pillow for good posture development.

See that the ears are not folded forward when the baby lies on his side.

A tepid bath at bedtime in summer will help to induce sleep.

Rocking and singing to a baby will help him to relax.

The baby should not be taken to movies and rarely on evening outings.

THUMB SUCKING

Thumb sucking is one of the common activities of infants. It gives adults far too much concern. Some babies suck their thumbs almost immediately after birth; others begin later; some never start. The older infant usually sucks his thumb when going to sleep, when awake with nothing to play with, or when hungry, tired, or distressed.

Causes. Some specialists explain thumb sucking as due to inadequate nourishment or a need to alter the general feeding routine; others believe that the child has not had sufficient sucking exercise, that possibly the baby has not been long enough at the breast, or held long enough in the arms while feeding from the bottle, to get emotional satisfaction. The practice of placing the baby on the bed with the bottle supported by pillows, leaving him to suck out his meal alone, is bad, and deprives him of affection. It is suggested that the baby be held lovingly for a time before as well as during the feeding. Still others believe that in his rambling movements, the baby's thumb comes in contact with his sensitive lips, that the contact is pleasurable and soothing, and he resorts to it for comfort when life is hard for one reason or another. There is, however, general agreement on one point, namely, the importance of sucking as a factor in the infant's develop-

ment. It should, therefore, be regarded as a natural tendency.

Methods to avoid. Most specialists agree that it is futile and damaging to use mechanical restraints, such as tying arms down, putting hands into mittens, using a thumb cap or cardboard cuffs. Such restraints do more harm than good, since they cause constant frustration and irritation. The baby needs complete body freedom at all times. Never use any form of punishment for thumb sucking, never say, "No, no." Both call attention to the act and show concern. No evidence of anxiety or indignation on the part of the adult should be shown; indeed, none should be felt. Specialists disagree on whether or not there is any danger of later malformation of teeth from excessive thumb sucking. Many dentists agree that if the thumb sucking is discontinued before the permanent teeth come in the teeth tend to straighten out by themselves.

What to do. The attitude toward thumb sucking is the important thing. In our day it is quite generally agreed that we need not be troubled about it. The thumb sucker of six months or older probably needs more companionship and love. He should spend less time alone in waking hours; he should be talked to more often and his general interest in things around him extended. This makes him less dependent upon his thumb for pleasure. Establish an adequate feeding and sleep program, supply an interesting play life, give the child plenty of loving, and the problem, if any, will take care of itself.

TOILET TRAINING

Toilet training in the early months is no longer recommended. While it may please the mother, it may do real damage to the child's attitude toward elimination or indeed toward the mother herself. The healthy, breast-fed baby may have two or three bowel movements daily. During the first weeks one must expect them to be irregular. Gradually

they will begin to come at regular periods. Observe the baby to determine these periods; then at eight to ten months, if the baby is healthy, the first step in bowel control may be initiated by catching the stool in a chamber.

The child's response to training is a matter of individual growth, as all children do not behave alike at the same age. No comparison should be made between children in a family or with other children of similar age. It is important for mothers to realize that patience and regularity without anxiety tend to bring results. If the mother is matter of fact and praises the child for his successes, she will help him to gain control. The mother's expression and attitude should not at any time indicate that the products of elimination are unclean or disgusting. By the twelfth month a bowel movement once or twice a day at a regular time can usually be expected. Any changes in the child's living may affect his regularity.

The year-old baby is now able to sit alone without support, and he should have a good type of detachable toilet seat to fit the adult seat or a toilet chair without a tray for toys or other distracting articles. The toilet chair should be used only for its purpose, not as a safe place to keep him while mother or sister works. The seat or chair should have a firm, adjustable footrest which brings the knees slightly higher than the hips. This aids elimination.

Bladder control. The first step in bladder regulation begins later and takes longer to be established than bowel control. You will soon observe that there are regular times for urination, such as before going to bed, upon waking, before the bath, after the bath, before and after going outdoors, and after the playtime. Make a record of the usual time urination occurs, and take the child to the toilet at these times. This training should not begin before he is walking. Some child specialists suggest that training begin as late as fourteen or sixteen months, when the child is walking and the muscular and nervous systems are adequately developed for a measure of control to be normally established and

when he has more understanding of his part in the process. Someone should stay with him and remove him at once after urination. It is important for the child to feel no disapproval or concern on the part of the adult. Pay no attention to oc casional wetting, but always approve success. Many child specialists believe that too great stress on toilet training at an early age may result in undesirable attitudes.

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CHAPTER 9

GROWTH AND DEVELOPMENT IN THE FIRST YEAR

Why is freedom to exercise and to investigate essential for growth?

SUGGESTIONS FOR DISCUSSION AND PLANNING TOGETHER

1. Try to find a baby between six and twelve months of age, and watch him play on the floor or in his playpen.
   a. What does he play with?
   b. How long is he interested in one thing?
   c. What exercise is he getting?
2. What is necessary in order to insure good posture in the baby?
3. Plan an exhibit of toys suitable for the baby, and discuss how they should be cared for.
4. Why does a baby put everything he can pick up or grasp into his mouth?
5. Why should bottle-fed babies be held when they are taking their food?
6. What is known about prevention of contagious diseases in young children? What precautions should you take when you have a cold?
7. What are the two babies who are described below learning?
   a. Ten-month-old Mary stays happily in her pen for twenty to thirty minutes, pulling herself up and down by its sides, playing with toys, and cuddling her doll. When she is outside her pen she crawls around, pulls magazines off low shelves, pulls herself up and down on chairs or the davenport or her mother's foot. When a toy rolls away from

her, she crawls laboriously after it. She beams and responds with pleasure when her mother talks to her.

b. Ten-month-old Jean cries and screams when her mother puts her in her playpen and will not touch her toys. Outside the pen, she cries and fusses to be picked up. When she reaches for a magazine, she is told, "No, no," but a substitute is given her in the form of a toy such as a rattle. When she puts the rattle in her mouth, her mother snatches it from her and sterilizes it before returning it. She never touches the books on the shelf or the knickknacks on the table. She rarely smiles except when being cuddled or tossed in the air. She sucks her thumb. Why is Mary a happier baby than Jean?

THE NEWBORN BABY

We cannot all see a newborn baby, but we can learn a great deal about how he looks and acts. A newborn baby's body seems strangely out of proportion. The upper part of the body appears to be too large for the legs. The legs are bowed and are held with the soles of the feet facing each other. The abdomen is very large in relation to the rest of the body; in fact, the circumference of the head, chest, and abdomen are about the same. The head of the baby at birth is approximately one-fourth the entire length of the body. The baby's skull at birth has two "soft spots" where the bones of the skull have not grown together. One is at the back of the head and one is on top toward the front. The one at the back of the skull closes about the fourth month, the one on top between eighteen months and two years. The bones of the newborn infant are soft and cartilaginous. This makes the baby's body more flexible than the body of a grown person.

The movements of the baby at birth are aimless and uncoordinated. During his waking hours he makes ceaseless random movements; he waves his arms and legs, waves his hands, doubles his fists, wriggles, and stretches. He is responding to inner impulses to activity, and all these move-

The go-getter.

ments tend to increase his muscular strength and coordination.

The newborn baby possesses most of the reflexes he will ever have: he cries, chokes, sneezes, swallows, gasps, yawns, and hiccoughs.

The most recent observations of the baby during the first few days after birth show that the infant's emotions are simple. Pleasantness and comfort or unpleasantness and distress make up his early emotional life, and he reacts to these feelings with his whole body. Adults trying to name the emotions of a newborn infant usually read into his behavior more than is there.

Of all the senses, that of touch is the most perfected at birth. The most sensitive part of the body is the lips, where the slightest touch sets up a sucking movement. This is important because the baby uses sucking movements from the first day to obtain food. He hears only very loud sounds for a few days, and his eyes see poorly. Smell and taste, too, are probably not acute.

PHYSICAL GROWTH IN THE FIRST YEAR

No two babies develop alike. Ordinarily a baby of one month will lift his head from time to time when he is held against the adult's shoulder. He lifts his head unsteadily

every now and then while lying on his stomach and will turn his head to the side when lying in this position. He is showing more awareness of sounds. In the second or third month he is following moving objects, co-ordinating both eyes, which at birth may have wandered in different directions in an alarming fashion! In the first year the baby learns more and at a faster rate than he will ever learn in any other one year.

Growth in weight. The average weight of the baby at birth is about 7 pounds. There is a slight loss of weight the first days. A steady gain may be expected by the tenth day if the baby is properly nourished. The average gain is 6 to 8 ounces weekly for the first six months, and from this time on the gain is about half as rapid. At this rate of growth the baby approximately doubles his original weight by the sixth month and triples it by the end of his first year.

The baby should be weighed regularly during the first year. This keeps a check on his rate and regularity of growth. If the weighing is done at home, bath time is most convenient. If the family has no suitable baby scales, weighing may be done at the doctor's office, at a well-baby clinic, a hospital, or a clinic of the National Organization of Public Health Nursing.

Growth in height. The average height at birth is 20 inches. At six months the baby may be expected to measure 24 to 26 inches. At one year of age there will be an increase of about 8 to 10 inches over the height at birth. To measure height, lay the baby flat on a blanket spread on a table, and measure with a yardstick from head to heels. Place one hand on the baby's knees to keep his legs straight.

Teeth. The teeth of both the temporary and the permanent set begin to form before birth; at birth the first set is partly or entirely hardened, though not yet visible. If a mother has observed the rules of good nutrition before as well as during pregnancy, she can provide better the materials for the proper growth of teeth. The first tooth may be cut about the sixth or seventh month, and there may be

six or eight teeth at twelve months, if the baby has had the right food, enough cod-liver oil, and plenty of sunshine.

Posture. If the runabout of two or three years is to have good posture, we must start at birth to provide conditions which will give him a chance to develop it.

The baby will begin to sit erect at six to eight months. Do not encourage him to sit up too long at a time. Put him on his back to rest before he becomes too tired. By nine months he can sit erect for a longer time. If one wishes to put something between the baby's back and the hard back of the carriage or chair, let it be a firm, flat pillow made of hair or similar filling. This pillow should be about three-fourths inch thick. All through the infant's period of learning to sit erect, avoid having soft pillows in the chair, in the carriage, or around him on the floor, for they allow the baby's back to curve into the softness. If his back rounds out when in an upright position, he is not ready to sit up. Do not lift a child by his arms. Both the back and arms can be seriously injured through the thoughtlessness of adults.

The baby's carriage should be sturdy, have four wheels, good springs, and an adjustable hood, lined with dull green or blue of a solid color to protect his eyes. The carriage must be high enough to raise him above the dust and heat or cold of the ground or pavement; it should be long enough to allow for the baby's growth; it must be deep and wide enough for a firm pillow or mattress and for covers. A go-cart is not recommended for constant use. It is too small, and therefore does not allow for complete relaxation of the baby's muscles. It is too near the ground and has no hood to protect the baby from the sun and wind. In addition the tires are not large enough or soft enough to prevent jarring.

Creeping. In these first twelve months babies sit up, creep, stand (some walk), and handle objects. Remember, the bones are largely cartilage, which makes them liable to deformity, and therefore proud parents should not urge or even encourage the child to walk too soon.

The baby may have a large quilt on which to roll and to

make his first attempts to crawl. When he begins to creep, his legs must be protected from splinters and other injurious objects. This is the period when he picks up small articles like pins, matches, pills, and buttons from the floor. Teach him to hand them to you. Smile and speak your approval and, when you take one of them, give him a favorite toy in return. This practice helps to prevent him from swallowing small objects.

Pulling herself up.

A large baby pen is a joy to both baby and mother. He is safe here and can draw himself up by the sides. However, if kept in a pen too long during the creeping stage, he lacks space needed for muscle development. He gets tired of his pen, too, and should be taken out when he makes a real fuss about it. Baby walkers are not recommended because they hold the baby too long in one position.

PLAY PROVIDES EXERCISE, FUN, AND LEARNING

While changes are taking place in body growth, babies, through their various senses, are becoming aware of the world about them. They are learning to handle objects, to manage their own bodies, and to react to people.

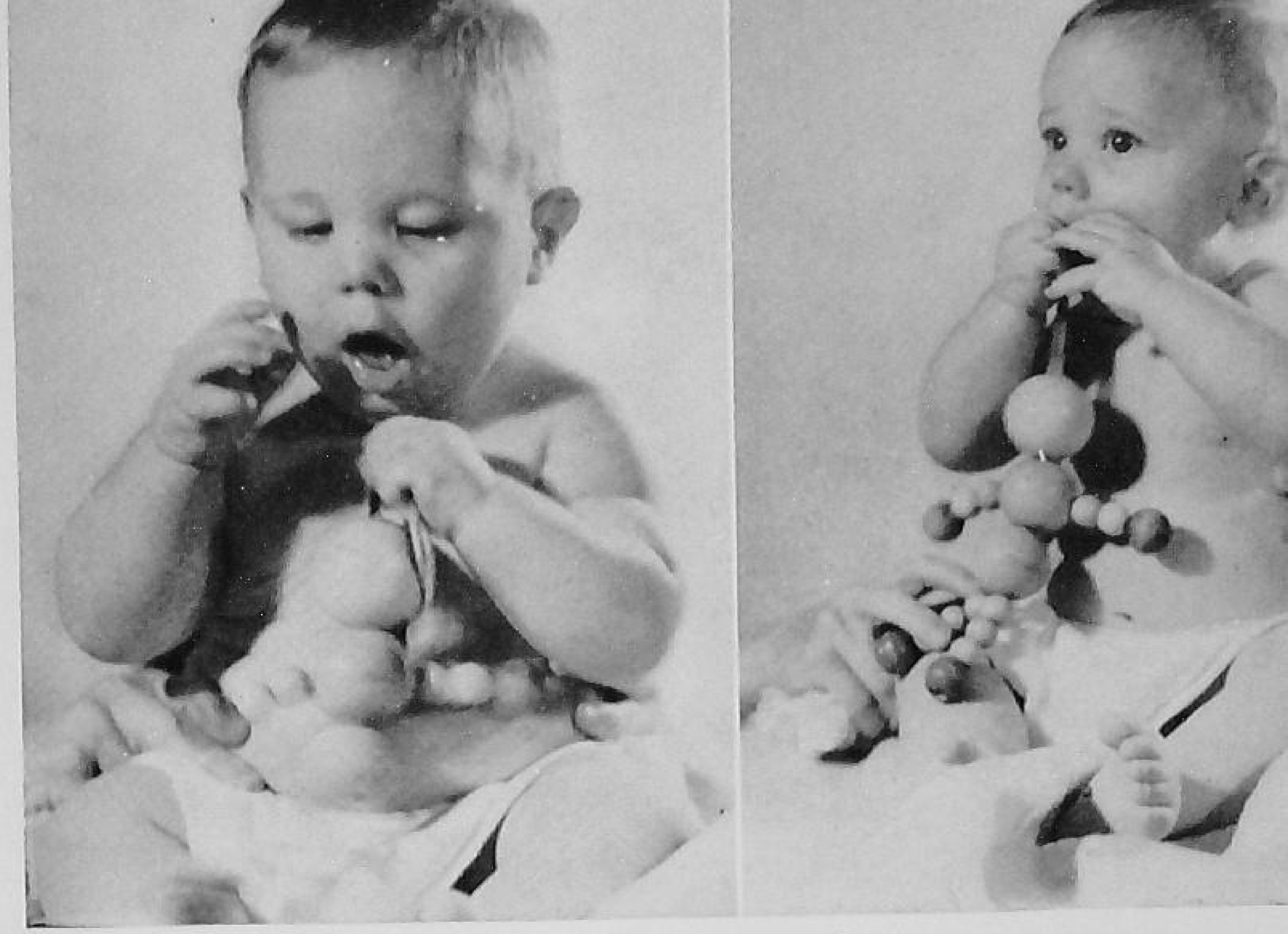
A healthy baby will exercise and develop his muscles if he

A playpen helps to develop muscle co-ordination.

is not hampered by clothing, by bedding, or by lack of space. In the first month he gets most of his exercise when he is bathed, fed, or held by a member of his family for a few minutes of loving. In the next two or three months he exercises by waving his arms, kicking his legs, opening and closing his fists, twisting his neck, grasping, wriggling, and lifting the upper portion of his body on his forearms. From six to twelve months he exercises by reaching, throwing, rolling from side to side, sitting alone, standing, creeping, and sometimes by walking, though unsteadily. Time should be planned and freedom provided for this development.

Play activities. Play is the baby's exercise. He develops mentally and socially, as well as physically, through his play. He explores things first by putting them in his mouth and later by manipulating them with his hands. His interest in watching objects, in feeling them, and in experimenting with them is essential to his learning. He learns more if allowed to experiment by himself with his toys for short periods than if someone constantly plays with him.

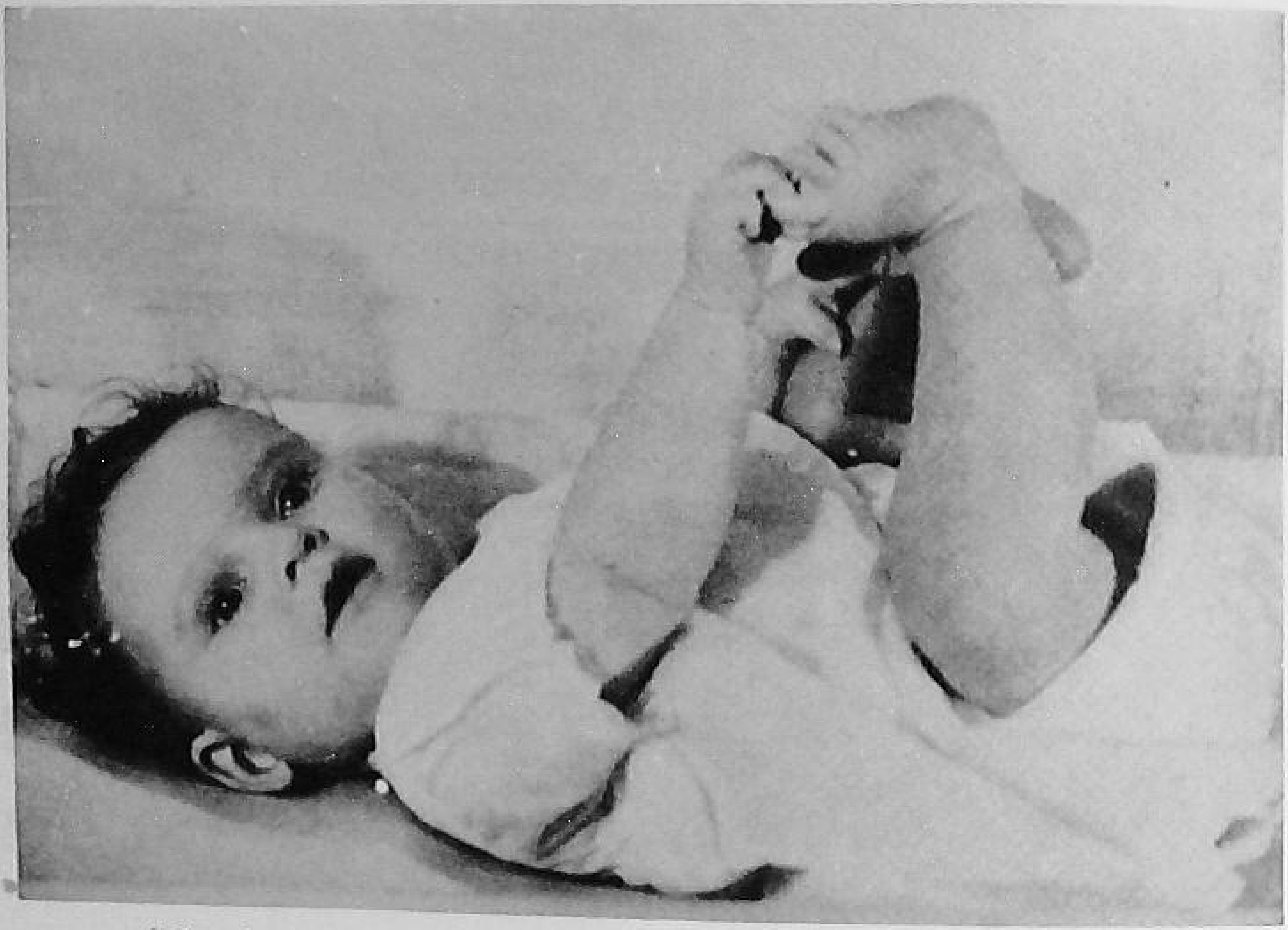
He studies his hands and by four months brings his hands together, fingering them, and differentiating them from other parts of his body, and from other things, such as his clothing and toys. Learning to co-ordinate eyes and hands takes time and much practice and experiencing.



Investigating the feel and taste of things.

We should see that he has some toys for his rambling fingers to examine. He will grasp a rattle or a rubber ring, put it into his mouth, or shake and play with it. Two or three toys of different shapes and textures are all that he needs at this period in his development. He has been playing with his fingers; later he plays with his toes, and one happy day he gets them in his mouth! Remember, he must have freedom of arms and legs to be able to play. When he is old enough to reach further, add a string of large wooden beads or empty spools and a small inflated rubber animal to his collection. When he is in his crib or carriage, tie his toys to a tape, not to a string, so that he can pull them to him after they have fallen. He also takes great delight in banging a toy.

The baby is exerting his energy to sit alone, to creep, to climb, to stand, and in some cases to walk. During this period his skill and pleasure in manipulating articles increase. He finds a rough spot or a groove on a rattle or other toy and fingers it again and again with his index finger, perhaps tasting it. Then he drops one toy and tries another. Depth, smoothness, roughness, hardness, and softness are among



Playing with toes is part of growing and learning.

these sensory learnings. He will pull the magazines off the table or pull on the curtain cord in the same investigating way that he will pull his toy to him. He will pull off grandfather's glasses, pull your hair, pull the stopper out of the bathtub, or jerk the electric cord from the floor socket. You may find him in the kitchen banging saucepans or taking articles out of any drawer you have left open. This is all play to him; he is not a naughty child but a normal child, developing physically and mentally. Plan his play surroundings so that he is not constantly being told, "No, no."

Exercise and play are developmental factors in the life of the child, but when he exercises to a state of fatigue or plays to a point of overstimulation, the result is harmful. There is little danger in this unless he is urged to too much activity by adults or by too many exciting toys.

From six months on he will be more interested in watching people, animals, wagons, and cars. He will play little games like "peek-a-boo" and "patty-cake" and maybe wave a "bye-bye" when ten months old. His cooing and gurgling have developed until at nine or ten months he may be saying

Cracks are full of interesting things and must be investigated.

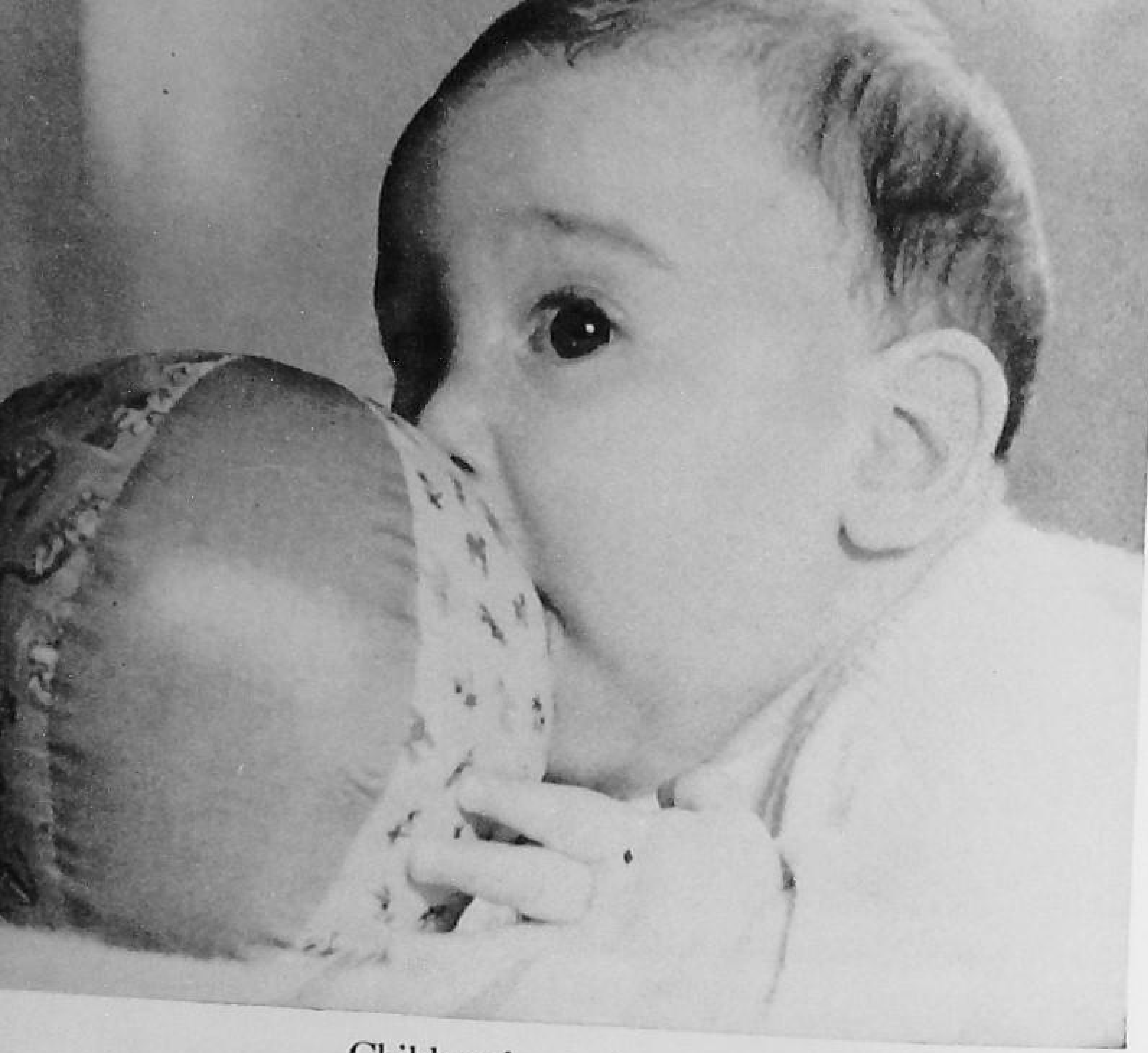
"ma-ma" and "nam-nam" and "da-da." Do not show him off to visitors. He is a person, not an exhibit.

Toys. A few different toys during the day will be enough. Too many toys at once will tend either to excite or bore him and will finally make him fretful. At nine or ten months of age he usually can hold a toy in each hand.

Select simple, inexpensive toys. They should be washable, unpainted, or covered with paint that is harmless. They should be smooth without sharp corners and large enough to prevent their being swallowed. Woolly toys must be washable. The baby from three to eight months likes a plastic, ivory, or hard-rubber ring, a silver spoon, a string of wooden beads or spools, clothespins, a colorful rattle, and floating celluloid toys for the tub. Later he will like rubber animals, dolls, a potato masher, balls, colored wooden or rubber blocks with rounded corners, and other articles. He needs different feels of hardness, softness, smoothness. He likes a box, basket, or pail with small articles to put in and take out. He is using his index finger with his thumb to grasp objects. He needs several objects to pick up, drop, and pick up again. Books with colored pictures are good. Washable cloth ones are best because the baby can handle them without destroying them.

COMPANIONSHIP

From the beginning of life the baby has need for companionship. At the New Haven Hospital in the pediatrics sec-

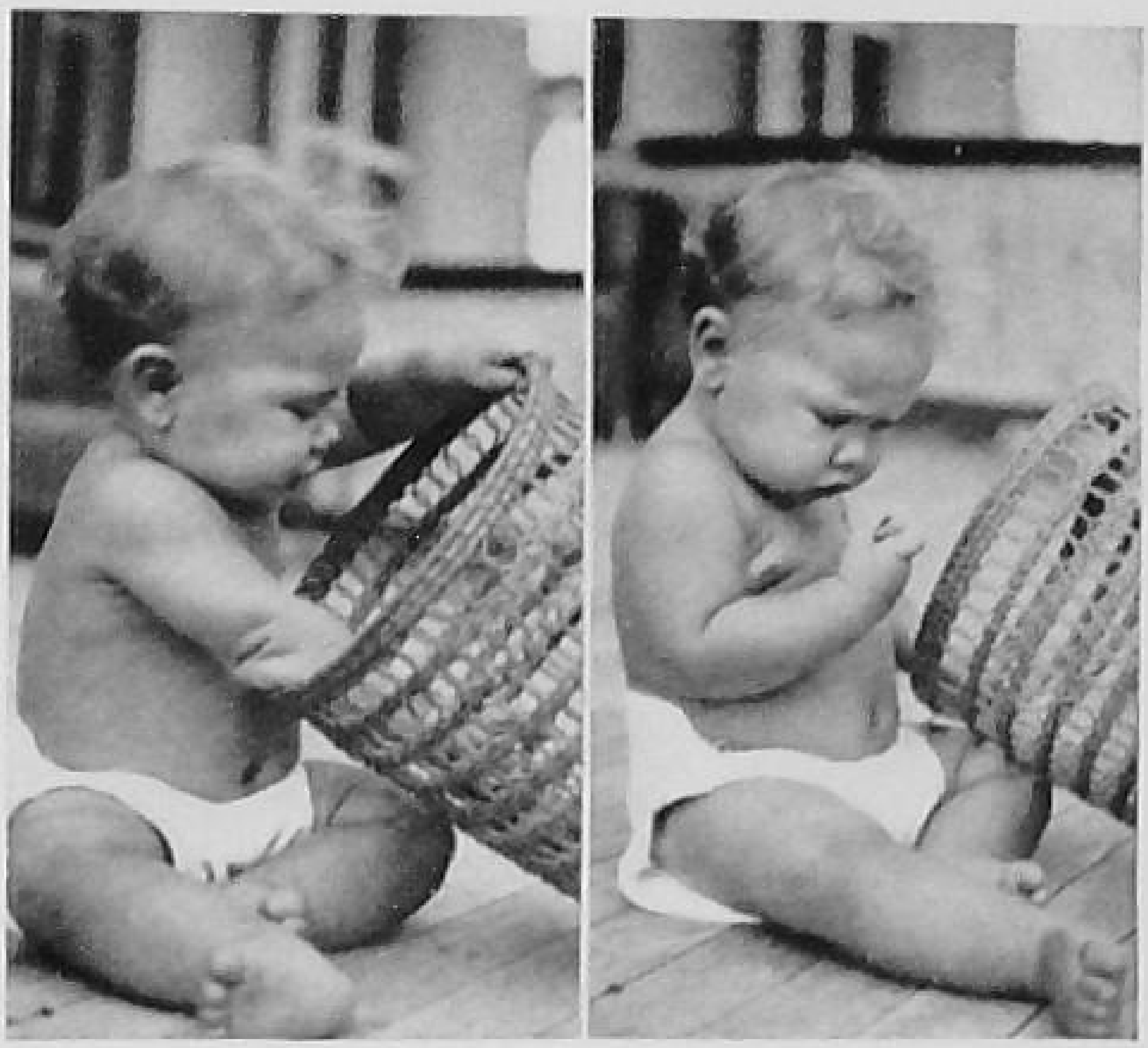


Children learn through tasting.

tion, when the physicians visit the babies for the daily checkup it is not unusual for them to write on the charts "More TLC." To the babies' nurses this means "more tender loving care," more mothering. They know that no matter how many other demands are made upon them for that day they must find time to take those babies in their arms and cuddle them.

The baby experiences varied emotions. He shows satisfaction when he is comfortable physically and happy in human relationships. This is apparent when he is held in his mother's arms or when nursing at the breast—smiling, wriggling his feet, or gently patting the breast. The baby's love is centered in himself at first but soon extends to those persons and things which give him physical satisfaction. As he approaches his ninth month, the baby gradually projects his love for himself to his mother and others in the family who care for him. He becomes interested in things about him,

in new experiences, and in new people. From this time on, the baby has a real need for companionship with the members of the family. This does not mean that all of his waking hours should be filled with direct personal attention, but rather that he should be where he can enjoy the activities of the family through watching. He wants to be where members of the family can smile and talk to him occasionally as they work. When the baby does something for the first time, like holding his cup of milk, if the parent or big brother or sister smiles approval, the baby is more likely to try it again. Even if the baby is too young to understand words, he is aware of facial expressions and attitudes. He learns to accept care in his daily routine from any member of the family. He learns to accept strangers in the pleasant and secure atmosphere of the home.



We put things in . . . and take things out.

Sudden loud noises, such as the banging of a door, the dropping of pans or dishes, or a loud blast of the radio, may arouse fear, especially if they waken him from sleep. Fear may become associated with strangers if the baby is greeted with loud bursts of approval by his big brother's and sister's friends or the members of his mother's club. Showing the same courtesy to the baby as one would to an adult saves him from unnecessary shocks.

Unpleasant feelings may be aroused by the forceful stopping of his random movements when he is being dressed and bathed. Skillful handling of the baby will help to prevent

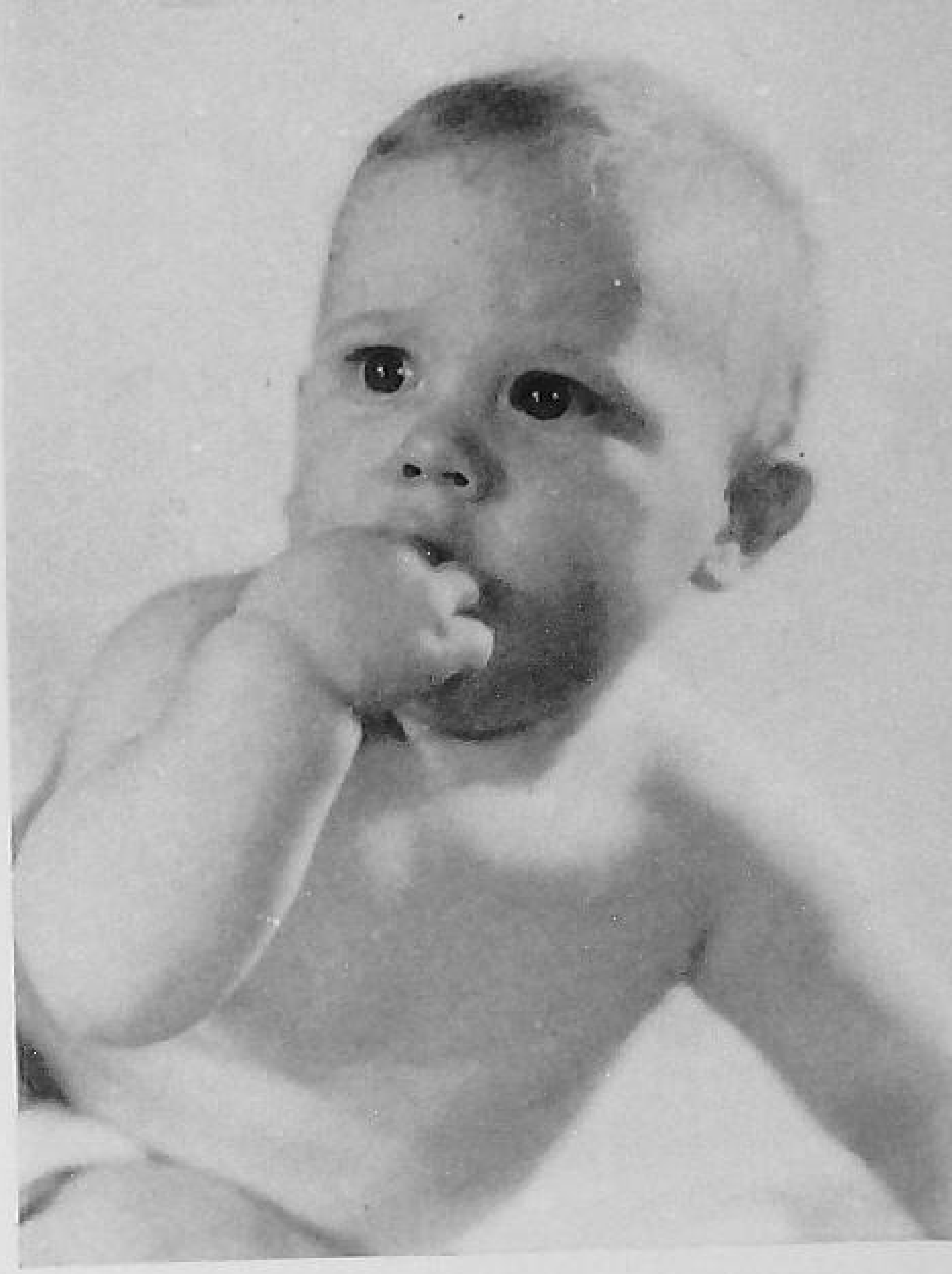
Toys are a source of learning.

too much crying. The baby shows anger if his wishes are not granted. He has no realization of time, and when he is hungry he cannot foresee that his food will be there in a few minutes. His crying may develop into howls of rage if the food is long delayed. Sometimes, however, the mere sight of his mother reassures him, and he stops crying. Margery, when four months old, was left at home with a friend by her mother. When her feeding time was 15 minutes overdue, Margery began to cry. Her mother arrived 10 minutes later, spoke to her, and then was unavoidably detained in another part of the house for about 20 minutes before she fed her. Margery did not cry again but waited patiently for that feeding, apparently content. Mother was home! By the baby's sixth month he may be enraged if a dropped toy is not promptly returned or if no one comes to him when he wants companionship.

As the baby grows older he has, of course, learned to play by himself, but he continues to need companionship. He also needs changes of environment. He needs to be talked

to and sung to in order to give him opportunities to imitate as he experiments with his own vocal organs. This is the beginning of speech.

So, in his first year, through his successes and failures, he gradually develops many abilities and lays the foundation for certain personality traits. Every baby is more aware than we realize of other people's actions and attitudes, and he learns by imitation of others from the first days of life. This is the reason for one fundamental rule of adult-child relationships: always treat a small baby with as much sincerity and respect for his personality as you would show an adult.



Fear of strangers is part of growing up.

KEEPING THE BABY WELL

Prevention of illness. Study and research in the field of children's diseases have greatly reduced the mortality rate of the first five years. Parents formerly believed that there were certain children's diseases from which there was no escape. Today we know that this is not true, and wise parents take precautions to protect children from contagious diseases. Although the baby may seem to survive a disease without harm, it may leave him with impaired hearing or a damaged heart.

Regular medical supervision. From birth the baby should have the advantage of regular medical supervision. The trained eye of the doctor can tell if his color is good, if he is

Sometimes things go wrong.

as active as he should be, or if there is any condition which may be a forerunner of disease. The doctor will want to know the rate of gain in weight. He will want information concerning the amount of sleep and exercise and the type of food the child is getting. The baby should have at least four complete examinations in his first year: at birth, at four months, at eight months, and at one year. The examinations can be given by the family doctor or a child specialist, at a well-baby clinic, or at a child health center.

Personal prejudices regarding disease prevention, for example, vaccination, should not be permitted to endanger the health of children. It is the duty of parents to learn what methods modern science has provided by which many of the dreaded diseases of early childhood can be controlled or prevented.

Smallpox and diphtheria. Immunization against smallpox and diphtheria are "musts." Both should be cared for before the first birthday.

Measles, whooping cough, and other infectious diseases. These illnesses can be very serious for children under one year. If they are exposed to these diseases, consult your physician, for inoculations may prevent illness or lessen its severity.

Intelligent care calls for guarding against measles, whooping cough, mumps, chicken pox, and scarlet fever by observing quarantine rules, by not allowing children to be taken near contagious diseases, and by keeping them out of

Give him simple things to play with—an old saucepan, beads on a string, a tin can without sharp edges.

crowds. Equally important is the daily attention to the fundamental health rules which build body resistance to disease. For further information see Chapter 10.

Colds. An adult with a common cold may cause the baby to develop an illness which might turn out to be serious. Safeguard the baby by observing these rules:

Wash hands before handling him.
Keep him away from people with colds.
Avoid overheated rooms.
See that he has plenty of sleep.
Do not kiss him on the mouth. (Try the back of the neck. It gives equal satisfaction!)
Avoid overheating by dressing him too warmly to go out-of-doors. If he perspires too freely, he may become chilled when his wraps are removed. Keep him out of crowds.

Constipation. If the baby's bowel movements are too dry and hard, he may be constipated. Careful planning for regular defecation is the best preventive. Plenty of water to drink and freedom of body for plenty of kicking are necessary. Orange juice, prune juice or pulp, whole-grain cereals, cod-liver oil, and a suitable daily diet are helpful. Do not give

castor oil or other cathartics except as advised by a physician.

Rickets. Rickets is a disease of early childhood and is characterized by pale skin, flabby muscles, and soft bones. It is a nutritional disease and may be caused by the lack of any of three substances, phosphorus, calcium, or vitamin D. Calcium and phosphorus are necessary for the hardening of the bones and teeth.

In order that these minerals may be properly distributed in the body, vitamin D is essential in the diet. Milk is a good source of calcium and phosphorus, but only a fair source of vitamin D. Additional vitamin D must be provided by sun baths or a vitamin D concentrate, such as cod-liver oil or viosterol. Cod-liver oil and sun baths are valuable for health from infancy to old age. Babies living in temperate zones, where the disease of rickets is prevalent, should have sun baths and cod-liver oil from the first month of life.

SUN BATHS

To secure the benefit of a sun bath, the baby must have the the sun's rays falling directly upon the skin. A sun bath should not be given with the sun shining through ordinary window glass, because the glass keeps out the health-giving ultraviolet rays. These rays will not penetrate layers of clothing.

If sun baths on face and hands have been started in late March or early April in northern climates, and if weather conditions have been favorable for daily exposure, sun baths may be given to the whole body by the first week in June unless the sun is too hot. Turn the baby so that he is very gradually tanned on front and on back. Protect the eyes and head from the direct rays of the sun, and shield the body from wind and drafts. Great care must be taken to prevent burning the skin. A fair-skinned baby burns more easily than a dark-skinned baby.

Summer sun baths. If the weather is warm by the first of June, the older baby, who has not had sun baths, or the baby

Out for a sunning on the porch.

born in late spring may be placed in the sun, with eyes protected, for a period of five minutes if the sun is not too hot. The best time for a sun bath is when the rays of the sun are slanting at about a 45-degree angle. Avoid the middle of the day if the sun is hot. Increase the time three to five minutes daily until it amounts to approximately one-half hour in the morning and one-half hour in the afternoon.

KNOWING THE WELL BABY FROM THE SICK BABY

The well baby. The baby should be observed carefully when he is well, so that signs of illness may be quickly detected and given attention. Healthy babies will have a good appetite and will sleep well. They will be contented when awake and able to amuse themselves part of the time. The eyes will be bright and the skin clear.

The well, breast-fed baby usually has three or four bowel movements daily or may have one large movement less often. The movements will be soft and often loose. When supple-

mentary foods are given, the movements are darker in color and more firm. The frequency of bowel movements varies with the physiological make-up of children, and parents should avoid too much concern about it.

Babies may regurgitate after feeding if they have been tossed about, fed too rapidly, or fed too much. This regurgitation is not accompanied by nausea and is not an illness. It is merely a warning that something in the feeding routine needs correction.

Healthy, happy babies cry very little. When they do, it means that they want attention or are uncomfortable or annoyed by being dressed or undressed. This sound is very different from the whimpering cry of illness or the sharp intermittent cry from colic pains.

The sick baby. In order to prevent sickness you must be able to recognize certain danger signals. The baby is sick if any of the following conditions are present: fever, vomiting, many bowel movements, green stools, too prolonged constipation, fretfulness, or refusal of several feedings. If any of these symptoms occur, stop giving solid food and dilute the milk. A physician, a public health nurse, or a baby clinic should be consulted as soon as possible, instead of waiting to see if he gets better.

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PART 3

SUGGESTED GUIDE FOR OBSERVING A CHILD BETWEEN ONE AND SIX

Name of child
Age *Snapshot*
Sex
Other members of the family
Names and ages of brothers and sisters

1. Describe the setting.

   Was the child at home, on the street, in the park, at a recreation center?

2. What was he doing?

3. List the play materials he was using (or owns, if at home).

4. Record as much of his language as you can. Try to discover his ideas by listening. Do not ask him. Was he talking in simple words or long sentences? What language is used in his home?

5. If he was playing with others, what role was he taking? Give instances on which your answers are based.

   Was he a leader or follower or both?
   Did he share or was he selfish?
   Did he seem to like to play with others?
   Did other children seem to like him? Why?

6. What were his relationships with the adults who care for him? Give instances on which your answers are based.

   Was he resistant to authority?
   Was he affectionate in his behavior?
   Was he co-operative and responsible?
   Was he dependent on adult help and ideas?

7. What evidence can you see of the parents or other adults giving worth-while experiences to their children, such as participation in home activities, pets, excursions?

CHAPTER 10

HEALTHY PHYSICAL GROWTH

Important progress in growth will be made in the first six years. What are the most significant factors involved?

SUGGESTIONS FOR DISCUSSION AND PLANNING TOGETHER

1. Select a classmate who has a runabout between the ages of two and six in her immediate family or knows one in a neighbor's family. Ask her to obtain from the mother and to report to the class information concerning the child's physical development, or invite the mother to class where she may participate in class discussion.
2. Discuss in class a visit to a health clinic:
   a. What to look for.
   b. Whether to visit at the beginning or at the end of this unit of work.
   c. Questions to be answered as a result of this visit.
3. How does heredity influence growth?
4. How does environment influence growth?
5. What factors other than growth in size must be considered in checking progress?
6. Explain the relation of the temporary teeth to the proper development of the permanent teeth.
7. Discuss the causes of poor posture and ways of correcting it.
8. What is the modern attitude toward such contagious diseases as measles, diphtheria, scarlet fever, and whooping cough?
9. What steps can be taken to avoid the development of undesirable traits in children during illness? Plan quiet play periods for convalescent children.

Photo by Will Connell

Washing their own cots in the sunshine.

THE IMPORTANCE OF A GOOD START

Personal attractiveness is largely dependent upon those physical traits which are signs of good health, such as, fine physique, correct posture, clear eyes, clear complexion, and glossy hair. Girls and boys want sufficient strength to secure creditable rank in school and to be contributing members of the family and of society. They want vigor to hike, to swim, and to play ball and tennis. If this desire is to be realized, plans for proper physical development cannot be delayed until the ages of twelve, eighteen, or twenty-five. Someone must take the responsibility when children are very young. The persons most responsible are the members of their families. Through their heritage children receive their physical potentialities; through their environment, and the use made of it, they achieve maximum or minimum growth. That is, the possibilities for growth as indicated by heredity cannot be entirely realized without favorable conditions, such

Susanne, Sue, Ellen, and Eddie, varying four months in age, show differences in height and weight yet show equally healthy growth.

as adequate food, educational opportunities, and good social relations.

Measurements of growth. Measuring children with a yardstick and scales gives only numbers. These numbers are of no value whatsoever unless they are interpreted in relation to every other aspect of development. It is no longer considered sound to try to check health by comparing a child with an average on a chart. There is no average person. An average is a number arrived at arithmetically. In a group of three-year-old children varying from three years to three years and four months of age, Sue weighed 31 pounds; Susanne, 38 pounds; Eddie, 42 pounds; and Ellen, 29 pounds. Their average weight was 35 pounds. All were normal children and equally healthy, but not one of them weighed the average. While there is no average child, a normal child is one who is healthy and functioning in the best possible way for him. In the same family we may find a long, lanky child and a short, stocky one, each having inherited a different body build.

Height-weight charts may be used as guides. They are standardized in relation to age, sex, and body build. A child's rate of growth can be compared with the rate of growth on the chart. Charts, if used intelligently, can be interesting as checks on progress. It is continuous growth which is important.

Rate of growth. The first year of life shows the most rapid rate of growth. Usually babies triple their birth weight and add nine or ten inches to their height by the end of their first year. At the age of five years they have increased in weight to approximately six times their birth weight and have approximately doubled their height. This rate of growth is not uniform, for it is affected not only by their inherited characteristics but also by their environment and their reactions to it. While there are fluctuations in gain and loss in weight, if a child does not gain over a period of a few months, a physician should be consulted. Growth does not proceed at an even rate. Spurts of more rapid growth also occur during adolescence.

Changes during growth. Physical growth not only means growing heavier and taller. It also means many other changes, and it demands adjusting to these changes. The brain, heart, muscles, and bones are growing rapidly. Breathing and heartbeats become slower and more regular as the infant grows older; digestion takes longer and is less easily upset; the child's bladder and bowels need emptying less frequently. Time and much experience are necessary to give him control of his body. He learns the use of his body in an orderly sequence. This process is dependent upon the maturation of his nervous system and upon all of his experiences. As the infant grows, his movements become more complex and co-ordinated.

Eye muscles become co-ordinated as the baby learns to use them. Although he will follow a moving object with his eyes soon after birth, the fine and detailed co-ordination of the two eyes develops gradually. While he is learning to focus his eyes and distinguish objects, he is also learning to dis-

criminate sounds one from the other and to experience different tastes and feels. The sense of touch is probably the best developed sense at birth. His reactions to different sights, sounds, smells, tastes, and "feels" depend a great deal on the pleasantness of his associations with them. He has many opportunities in a normal environment for experimenting and should not be deprived of them.

The proportions of a young baby's body are very different from those of an adult. During the first two years the circumference of the child's head, chest, and abdomen are practically the same. By the third year the measurement of the chest is increasing more rapidly than the head and abdomen and continues to do so until adult proportions are approximated. While the baby's head is about one-fourth the length of his whole body, the adult's head is only about one-eighth his length. Bones are changing in composition. Gradually more calcium and phosphorus are taking the place of the cartilage, and the bones are becoming harder. The good development of bones is another way to measure growth. Experts sometimes take X rays of bones to determine their maturation and speak of a child's "bone-age."

Need for activity. An absolute essential for growth is exercise. From birth on, the child practices and perfects his motor skills through his play and other activities. By four years he walks more steadily, runs more quickly, and runs with a definite purpose; he not only climbs higher, but takes a ball or toy with him to difficult heights. To balance on the curb of the pavement by oneself, or to walk on the top of the veranda rail holding daddy's hand, is a joy and an advance in body co-ordination.

The child develops his muscle co-ordination and becomes more skillful by running, climbing, balancing, jumping, and swinging by the arms. He will be clumsy, make mistakes, get dirty, tear clothes, and get hurt. These are all part of the developing process, but he will finally balance on four-wheel roller skates and manipulate a tricycle with skill. Scolding and restricting freedom will not aid him, but helpful sugges-

Developing big muscles and high courage.

tions when obviously needed may result in more caution and greater care. Our responsibility is to provide opportunities for free activity.

The large muscles of the hips, shoulders, back, arms, and legs develop before the finer muscles of ankle, wrist and fingers. The gradual development of the finer muscles is shown in the increasing skill with which the three-, four-, and five-year-old drives a nail, pours milk into a glass, uses scissors, washes himself without wetting clothes, and carries dishes with food to the table.

Two of the outstanding characteristics of this "runabout" period are activity and curiosity. The desire to be going, to be doing, and to know the how and why of things about him fill the child's waking hours. To sit still and to stand still are more tiring to him than constant activity. In fact, being still is harder at any age than being active. Witness the difficulty men in training for the armed services had in standing at attention for long periods.

Teeth. The teeth begin to be formed early in the development of the fetus. There are great variations in the time of tooth eruption, but usually by six or seven months the baby has a tooth. The time when the first tooth comes is relatively unimportant. The thing is, is it a good tooth? By his second birthday he may have 16 teeth and by his third birthday as many as 20, or his full set of first teeth. This full set of temporary teeth should be in good condition if decay has been prevented by proper diet.

A child of two can begin to wash his own teeth morning and night, although the results are not too effective. As he grows older, teach him to brush down on his teeth and to clean the back as well as the front surfaces. The preservation of the child's teeth depends chiefly upon his having enough milk and something hard to chew upon each day. During these first five years the permanent teeth are in the making, and milk is the chief material from which teeth are made. Some parents fail to realize the importance of the baby teeth and do not give them adequate care. The care of the temporary teeth until the roots are normally absorbed is necessary to the proper growth and placement of the second or permanent teeth. From the age of two years the child should have dental inspection at least every six months. (See page 227 for a diagram showing a complete set of permanent teeth.)

Posture. Malnutrition is one of the most frequent causes of poor posture. As a result of faulty nutrition the bones are too soft, muscles are poorly nourished and are unable to hold the body erect. Rickets causes the soft bones of young children to bend under the body weight. Defective eyesight, defective hearing, and adenoids tend to throw the head forward, thereby throwing the shoulders forward and decreasing the chest cavity.

Clothing may affect the posture of a child. Ill-fitting shoes and high coat collars are to be avoided. Furniture which causes a child to slide down and to sit on the end of his spine is a posture hazard. It is important for a child to have a chair which fits him when he sits for any length of time. To sit comfortably, his feet should rest on the floor with the back of his knees clearing the seat of the chair. Stools can be used for footrests, if needed. Regular physical examinations will disclose any physical or postural defects.

Fresh air and sunshine. Long periods in the out-of-doors are denied to many young children because adults are afraid they will take cold. The child who spends the larger part of his day in warm rooms is usually more susceptible to colds

Absorbed in sand play.

than the one who is in the fresh air. On rainy days let fresh air into the playroom. In cold weather, keep the room where he plays from becoming chilly, but provide for a constant inflow of fresh air.

If children are properly clad, the winter mornings from about ten to twelve and the afternoon hours, following the nap, until about four, are probably not too cold for out-of-doors play, even in cold climates. Play equipment suitable to the season will supply an incentive for activity which helps keep the body warm. Windy, damp, and stormy weather require special consideration. During hot weather, young children should have some shade during the middle of the day. If possible, provide companions of the same age for these out-of-door play hours.

Sun baths. The sun bath is needed for the runabout just as for the child in the first year. The body of the child should be gradually exposed to the sun's rays. Care must always be taken that children are not overexposed. Protect the head and eyes with a lightweight sun hat. Sunburn may cause serious illness to children or adults. To avoid burning and to get the best results, sun baths should be taken when the sun's rays are at about a 45-degree angle. In the northern states, owing to the position of the sun, the sun baths are more beneficial during the summer months. The rays of the sun through an ordinary window pane are not effective. Cod-liver oil should be taken in the winter in cold climates even though many hours are spent in the open.

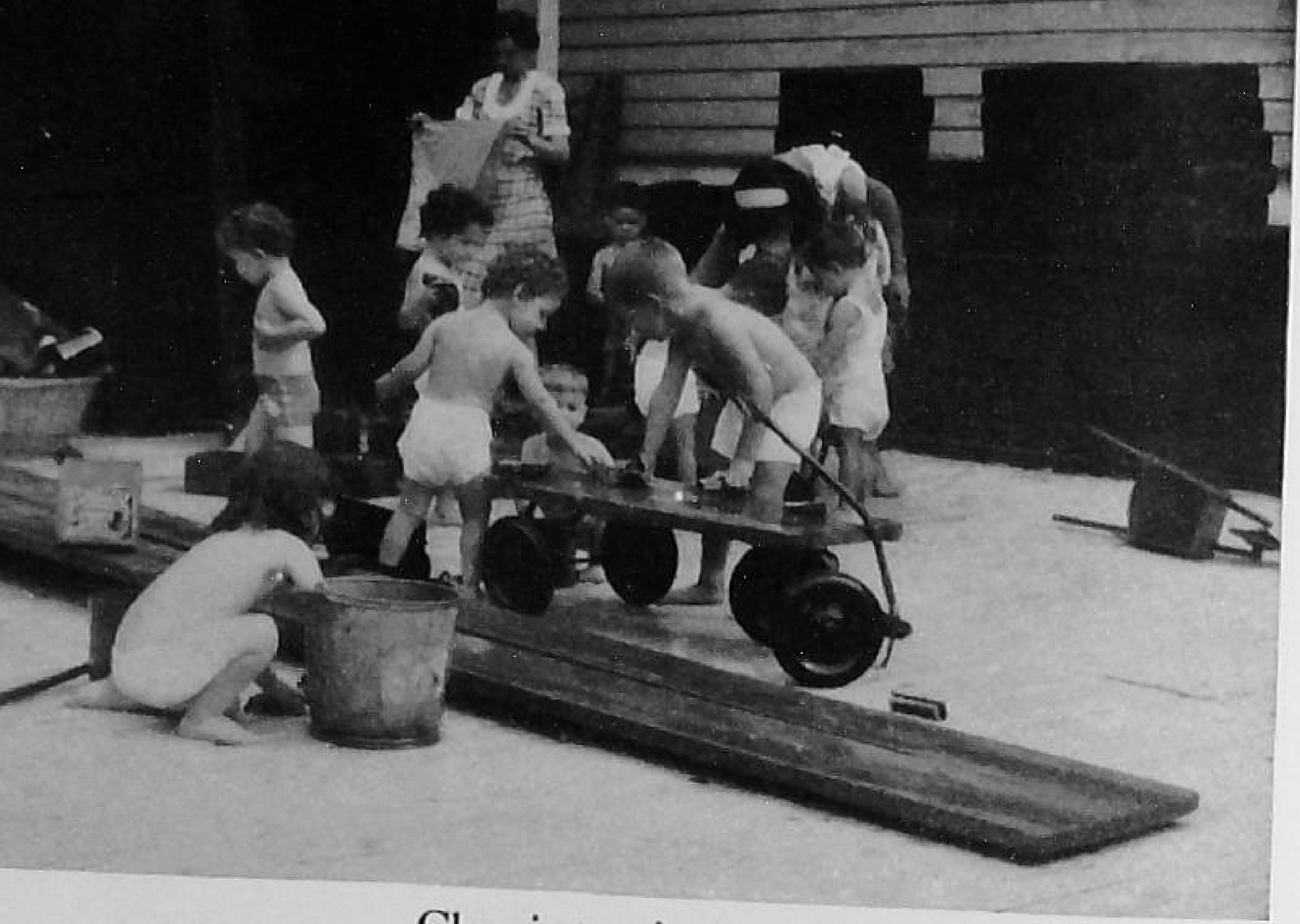
Sunshine on the bare skin and cod-liver oil are needed from babyhood to old age and mean better resistance to dis-

Even on a cold day fruit juice and cod-liver oil can be served out-of-doors in the sunshine.

ease. They are important in the cure of tuberculosis and various forms of malnutrition. Rickets, for example, a disease of malnutrition, is treated with sunshine and cod-liver oil. Rickets most commonly develops from the second month to the end of the fourth year. It is found everywhere. It is found even in wealthy families and in those where parents consider the diet given to their children adequate. It is a disease more prevalent among children than people generally recognize. The common signs of rickets such as flat feet, enlarged joints, and bowlegs are readily detected, but there are hidden effects of rickets which can be discovered only by a thorough clinical examination. The disease can be prevented and can be cured if treatment begins early.

PROTECT CHILDREN FROM CONTAGIOUS DISEASES

A large percentage of the deaths which occur in the first five years is the result of contagious diseases. Every child



Cleaning up in the sunshine.

has the right to be protected from them. Diphtheria, scarlet fever, measles, whooping cough, and infantile paralysis often leave constitutional weaknesses, such as deafness, kidney trouble, a weak heart, or paralysis.

The idea that measles, whooping cough, and mumps may be expected as a part of every child's life experience arose through ignorance. Formerly children were not protected from these diseases; in fact, some were voluntarily exposed to them. Mothers have been heard to say, "The Bailey children have the measles; Johnny might just as well have it now and be through with it." So Johnny plays with the Bailey children and contracts measles. If the harmful after-results of measles were commonly known, fewer children would be exposed. Parents should be alert to rumors of contagious diseases in the neighborhood and make a consistent effort to protect their children from contracting them. A doctor should be called or a clinic visited if a child develops a sore throat and fever. Most of the contagious diseases of childhood begin with what may seem like a common cold.

Measles. Ear complications and pneumonia may follow this disease. The use of human serum products in appropriate doses may reduce the severity of the disease or even pre-

vent it. There is no known vaccination against measles.

Whooping cough. Whooping cough is a disease to be avoided "like the plague," especially in babies under two. It is the second highest cause of death under one year of age. The highest mortality rate is due to tuberculosis. Whooping cough can be prevented by early vaccination. If cases occur after the vaccine has been given, they are usually mild. Blood serum after the disease has been contracted or after the child has been exposed has been found to be effective. This same serum may be used during the exposure period and usually results in a mild case or may prevent the disease entirely.

Mumps. Mumps is a disease found usually in the primary-school age group, although it can occur in younger children and infants. As a childhood disease it is rarely serious, but if transmitted to adults it may be dangerous. Any swelling about face or neck should be reported to the physician at once. There is no known vaccination against mumps. Blood serum obtained from individuals who have had mumps may be used after exposure to prevent the disease. If the disease is contracted after the serum is given the case is usually mild.

Chicken pox. Chicken pox is a mild disease of childhood with very few aftereffects. It occurs most commonly in school-age children. It may be serious in young infants. Any child who has watery blisters on the skin which dry up and leave scabs should be excluded from school and examined by a physician. This disease may be confused with impetigo, a skin infection which is also very contagious among children.

Diphtheria. Diphtheria is one of the most dreaded diseases of childhood and is apt to leave the heart weakened. It is now avoidable. This disease is most common between two and five years, but a protection can be given every child through toxoid inoculation. Two inoculations in infancy and another at about the age of three usually will protect a child throughout life.

Scarlet fever. This disease is no longer dreaded as much as it formerly was, but no child should be in contact with a scarlet fever patient until all discharges from the patient's

nose, throat, and ears have ceased. Other children in the family should be protected. Ear infections, rheumatic fever, and diseased kidneys may result from scarlet fever. A method of immunizing against scarlet fever has been developed, and parents should inquire of their physicians regarding its use.

Infantile paralysis or poliomyelitis. Children should be kept out of crowds and away from movies and all swimming when there is an epidemic of infantile paralysis in the community. The house fly is thought to carry the disease. It is important to use careful screening and to give special attention to cleanliness in the preparation of foods. In case of an epidemic all fresh foods should be peeled or cooked. Parents should, of course, get medical advice if their child has a headache, stiff neck, and fever, but they need not become panicky, for even if the child catches the disease there is a good chance that no paralysis will develop. Furthermore, proper treatment of muscles affected by paralysis often improves or completely cures the affected part.

Colds. Do not ignore a cold in the head or a sore throat. It may be the beginning of serious trouble. Whooping cough, poliomyelitis, and measles begin with symptoms similar to a cold in the head. At the first sign of a fever, stop all food except liquids, keep the child in bed, and send for a physician.

Federal and state departments of health and child welfare clinics give standard rules and regulations for prevention and quarantine.

HEALTH EXAMINATIONS

The young child should be taught to look upon the physician and the dentist as friends who wish to help him. He should not be deceived as to what will happen to him when examined or treated by either. Tell him in a matter-of-fact way when he is going to be undressed or when he is going to be hurt, and reassure him by your calmness and understanding. Here is an opportunity to build up an appreciation of the truth and a trust in adults.

James, aged four years, got a large splinter in his thigh, too large for his parents to remove with safety. His father explained that the family doctor had a little instrument for removing the splinter quickly. He said that it would hurt, but that he was sure James could stand it if his leg were held tightly. James's father explained that if the splinter remained in the leg or if only a tiny piece of wood remained, the leg might get very sore and hurt a great deal for a long time. The doctor showed James the little instrument, told him how it would hold the splinter and remove it. He also said it would hurt a little but only for a minute. When it was all over, James leaned back against his father and with tears of pain in his eyes said, "Isn't he a nice doctor?"

Pain is an experience which comes to all of us throughout life, and that child is fortunate who is helped to be a good sport when hurt. Remember that it is *his* hurt, and that trying to shield him by saying that he won't feel it is harmful in many ways. Lies only lessen or destroy confidence. Anyone feels a hurt less if he himself is doing something about it. Let the child hold the bandage or help in some other way.

Other children can help. Eight-year-old Cordelia, daughter of the head teacher, was visiting the nursery school when the doctor came for routine examinations. She had often seen good teachers help new children to like and trust the doctor. When a new four-year-old began to cry with apprehension, Cordelia took her hand and said, "I'm going to ask the doctor to look at my teeth and throat. Want to come with me?" She walked to the physician, holding the little one's hand, and opened her mouth wide to the smiling doctor. When Cordelia's examination was over, the small child submitted to hers without tears or further protest.

Preschool Clinics. A thorough physical examination in the spring or early summer of all children entering school for the first time is becoming a general practice. Physical needs can be given attention before school opens. If you do not live in a district where this is the practice, your family physician can make a physical check on the following points before

Nursery School, Oak Lane Country Day School, Teachers College, Temple University, Philadelphia

Good planning and physical exercise at the same time.

your little sister or brother undertakes the great adventure of his life—his first day of school.

Are his teeth sound and well kept?
Is he free from adenoids or diseased tonsils?
Is his hearing normal?
Has he normal eyesight?
Is his weight correct for height, age, and body build?
Does he stand erect, with firm muscles, bright eyes, and rosy cheeks?

Frequent physical checkups. Defects in young children, especially in vision and hearing, often are undetected until serious damage has been done, not only to eyes and ears, but to the child's mental development. He must hear well if he is to develop good speech and understanding of what is going on about him. He must see well if he is to run and climb fearlessly and handle things skillfully. An eye examination by an oculist skilled in dealing with very young children may save a child from serious developmental difficulties and retardation. Too often the need for vision correction is

not discovered until one or more terms of failure in reading bring the possibility of visual defect sharply to the attention of the teacher or parent.

Regular health checkups are equally essential for the older child and for the adolescent. Poor school progress, poor posture, and lack of ambition and zest are often due to physical disabilities which can be remedied.

HEALTH SIGNS WE CAN ALL LEARN

The healthy person. All persons should be familiar with the signs of health. A high school girl or boy in top-notch physical condition will measure up to the following standards:

Eyes—bright, with clear vision.
Ears—hearing good, no discharge.
Skin—clear without blemishes, with a good color, and with no circles under the eyes.
Hair—abundant, elastic, and glossy.
Flesh and muscles—firm.
Bones—straight.
Teeth—in good condition, no cavities, and well aligned.
Posture—good.
Elimination—regular.
Disposition—good natured, happy.
General condition—alert, free from headaches and colds, and showing normal increases in height and weight.

BEHAVIOR DURING ILLNESS

When a child is ill, and particularly during the long days of convalescence, his family are likely to cater to his every whim. This can be explained by their anxiety and fear that any thwarting of his desires may make him worse.

The child soon realizes that he can make big brother Jim,

little sister Ruth, Dad, and Mother do whatever he wants, even if he isn't nice and polite about it. When he is angry, when he sulks, even when he cries, everybody does as he wishes. "He has been sick," or, "He isn't himself," he hears them say. Before he was sick he never got anything by crying. Then he had to do many things he did not want to do.

Is it strange that a child who has been allowed to have his own way should cling to the weaknesses of illness in order to retain his new powers? Such a child may demand to be fed, to have someone in the room until he is asleep at night, and even to be dressed, although before his illness independence had been expected of him and he had enjoyed it. The irritability of convalescence may continue, and the gratification of all his desires may result in selfishness. Add to these the power to make the family wait on him, and the result may be a domineering, querulous child.

It must be understood that a sick and convalescing child may be sensitive, easily irritated, and less emotionally stable than when well. The members of the family in their anxiety must remember that this also is a learning period. During illness children often regress to more babyish behavior and then go through a process of "growing up" again. A convalescent child needs to want to grow up and to feel that being healthy is desirable.

During illness and convalescence toys should be chosen with care. Children of three and four and even older like to shake a transparent water ball filled with colored objects and lazily watch the fish or turtle and the colored bits of paper float around. A tonsilectomy patient of three and a half turned slowly the handle of a tiny music box, listening dreamily as she went off to sleep. As convalescence progresses, scissors and crayons make good bed toys, picture books are good for all ages, and older children like puzzles and more complicated cut-outs. A bed table which extends over the bed is a boon if one is available.

Children themselves find things to do if they have been helped to accept the confinement of the bed and do not feel

constantly thwarted by it. In matters of physical care the more a child can do for himself as he convalesces, the better. He needs constant understanding but not overindulgence.

Members of the family should make an effort to have illness neither a thing to be ashamed of nor a thing to be enjoyed. Young children with their lack of understanding of cause and effect may blame themselves for their illnesses. James, a three-year-old in nursery school, when hearing that Jimmy was absent with chicken pox, asked if it was because he had socked Mary yesterday. Growth in understanding does not come overnight. But with a direct attack on problems of illness and with patience and wisdom added, the family can help children to a wholesome attitude and a desire for quick recovery.

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OBSERVING GROUPS OF CHILDREN

Remember that you want to see children act naturally, and therefore you need to be inconspicuous and remain in the background. Sit on low chairs. Do not sit in groups, talking to one another. Do not laugh at the children. If they talk to you, answer briefly, but do not encourage them to stay with you by entertaining them.

Notice the difference indicated in the understanding of children in the two following reports on the same situation. This example shows how easy it is to make a superficial and meaningless observation:

First Report	*Second Report*
Tommy was not playing nicely. He was bad and hit Stephen.	Tommy wanted the wagon Stephen was using and pushed him away with his hands. He then pulled the wagon and let Stephen ride in it.

SUGGESTED GUIDE FOR OBSERVING GROUPS OF CHILDREN

Name of school or center
Address of school or center
Teacher in charge
Age of children in group
Number of children enrolled in group

You may choose any of the following situations to study when you visit or work with a group of children, and then you will have that material to share in class discussion. You may prefer to work out your own observation questions.

1. Describe the group you were watching.
   How many children were playing together?
   List the play materials they were using.
   Describe the conversation. Were they using baby talk or speaking distinctly?
   Did you see examples of co-operation and aggression?
   Who was the leader? Were there several leaders?
   How long did they play together?
   Did the ideas expressed in their dramatic play change, such as from housekeeping to train play to fire engine?
2. List the play materials being used by the whole group.

3. Give the name of a story you heard read to the children. How many were in the group? What responses did the children give? Do you think it was an appropriate story? Why?
4. Describe a music situation.
   - What was the music about?
   - Did it follow the interests of children of this age?
   - Did the children sing or respond rhythmically? Did they enjoy it? What did they do?
5. How did the children part from their parents? Did any children object? What did the teacher do? Were any parents present during the day?
6. Who was responsible for health inspection? Of what did the inspection consist?
7. How many different play activities were going on at one time? About how many children were occupied in each? Describe briefly.
8. What did the children do with art materials? Describe a painting. Describe work with clay. Tell what the children said about it. Listen, don't question them.
9. Describe differences in physical co-ordination and ability among the children when playing on large apparatus, such as boxes, slides, ladders, etc.
10. Describe the rest or nap period.
    - Did you see any evidence of need for rest?
    - How did they rest? Were they quiet or restless?
11. Describe the washing procedure.
    - How much responsibility can this age carry?
    - What did the children do?
    - What did the teacher do for them?
    - Was the physical setup such that it made the washing procedure easy? Describe.
12. Describe the lunch procedure.
    - What were the children served for lunch? Was it suitable for children?
    - How were the children seated?
    - Why did the teacher eat with them?
    - Did they seem to like their food?
    - Did you see any evidence of food refusals? What did the teacher do?
    - What was done about second servings?

CHAPTER 11

SLEEP AND TOILETING

How can we help the two-to-six-year-old to develop wholesome attitudes toward sleep and elimination?

SUGGESTIONS FOR DISCUSSION AND PLANNING TOGETHER

1. Some classes will be interested in planning and making a class scrapbook, dividing the class into committees responsible for the content of the various chapters, for the illustrations, bibliography, etc.
2. Sum up the factors which the family must take into consideration in providing good sleeping conditions for children.
3. Suppose that father is late in coming home and cannot see the children until around bedtime. What would you do in this case?
4. Much of the difficulty in toilet training can be charged against the way the child and the members of his family "feel" toward it. Explain.

SLEEP

The importance of sleep. The right amount of sleep is essential to proper development in the first six years, when growth is rapid. Lack of sleep is a contributing factor to malnutrition. Adequate sleep is necessary all through life and particularly during adolescence, which is also a period of rapid growth. If good attitudes toward sleep are acquired in the first six years, we may expect them to continue under normal conditions.

Amount. The year-old babies seem to take what sleep they need, which is about 16 hours of total daily sleep. As the child grows older, the amount of sleep required gradually decreases, and we find that the average two-year-old sleeps about 12 hours at night and about 1 to 2 hours at nap time. During the age period from two to six the nap time decreases, and the time for bed at night remains the same as before.

Getting up after a nap in a nursery school.

There are, of course, individual variations in the amount of sleep which children require, and these differences must be taken into consideration. Studies, however, have shown that children, on the whole, get less sleep than they need.

Although regularity is of prime importance in teaching a child to be a good sleeper, some comfort may be gained from the results of a study of children's sleep habits, which tends to show that if the child gets in a 24-hour period the amount of sleep that he requires, it does not matter whether the hours are in any particular part of the night or day. This fact is comforting in light of emergencies which upset the child's routine.

Conditions which are unfavorable for sleep. There are conditions under which it is almost impossible to acquire good sleep habits, for example, crowded living quarters in which two or more families are housed in one- or two-room apartments. This is both a social and an economic problem which we hope the boys and girls of today will solve in the years to come.

Even in spacious homes conditions may exist which are unfavorable to wholesome sleep. The room in which the child sleeps may be poorly ventilated. Too many covers or

too heavy covers cause restlessness. More children in well-to-do homes suffer from too many covers than too few. On the other hand, sudden change in the weather may find the child with insufficient covering. A sleeping bag made of light-weight wool material keeps him covered on cold nights. To determine whether a child is warm enough to sleep, feel his legs, arms, or neck. Also, if he is cold, he will lose color in his cheeks.

Conditions which are favorable to sleep. A child is enjoying good, wholesome sleep when the body is thoroughly relaxed. The breathing should be regular and through the nose. A schedule, carefully observed, for feeding, sleeping, bathing, and exercising is essential in establishing good sleep habits.

Favorable physical conditions should be provided, such as sleeping alone, fresh air, a firm mattress, no pillow, not too many covers, and not too strong light in the daytime. It is not necessary to darken the room completely for daytime sleeping, nor is it necessary to preserve absolute quiet. If sleep were dependent upon ideal conditions, it could be too easily disturbed.

Never use being put to bed as a punishment. Don't hurry the child to bed. If he is a three-to-four-year-old take him by the hand, giving him your best company. If he is a very young child carry him to bed lovingly. The child will not go to bed readily if he is emotionally aroused. Any kind of excitement just before bedtime, such as too strenuous play, exciting stories, too many visitors, or a trip to the movies, is unwise. He should understand that bedtime is quiet time and that he goes to bed for one purpose only and that is to sleep.

The adult dealing with the child at bedtime should make going to bed a pleasant thing to do. The voice should carry a note of finality when announcing the bed hour, so that the child does not form the habit of teasing to stay up a little longer. Do not hurry him in preparation nor allow him to dawdle too long. Give him time to satisfy his needs and to be

comfortably and contentedly settled in bed. If he has a special toy, such as a soft doll or a woolly animal, which gives him comfort, let him have it. After all his physical needs, such as a glass of water and a trip to the bathroom, are satisfied, make the last goodnight a gentle one but firm and final. He should understand from the beginning that after good night is said, it will be useless to try to get attention and to ward off sleep by asking for a drink of water, jumping out of bed, singing or talking, asking to go to the toilet, or saying, "I just want to tell you something."

If children are well and not overstimulated, they will relax readily and should be asleep from twenty minutes to one-half hour after going to bed. Worries and anxieties affect sleep. At this age fantasy life is strong and children are sometimes disturbed by bad dreams. There is the child who insists that he sees a tiger. It may be very real to him. There is the child who is comforted and goes to sleep willingly if a low light is placed in the room. Children should not be threatened with the bogyman, bears, or a policeman, for they will become afraid of the dark and of being left alone, which not only keeps them awake but fills their minds with false ideas. Any child has a natural feeling of aloneness as the time to say "good night" approaches, and needs a little cuddling and loving. A bedtime story sometimes helps.

Some children suck their thumbs before going to sleep. This is an infantile act occurring frequently in children and is rarely continued beyond the third year. However, if it continues parents should ask themselves why children need this comfort. Thumb sucking in the child over four may be a symptom of some emotional problem, some adjustment difficulty. Consultation at a child guidance clinic or with a child specialist should give the parents a deeper knowledge of the child's personality and his difficulties. In any case, plans should be made to make his life less tense and to give him more satisfactions. Refer to the discussion in Chapter 7.

Naps and daytime rest. Conditions should be made favorable for the nap, as well as for night-time sleep, and the nap

Photo by Charles Metcalf

In this public nursery school, high school girls learn to step in and help when needed.

should be continued up to the age of five years. However, a rest period, instead of a nap, may be advisable for some four-to-five-year-olds. The younger child, between the ages of one and two years, needs a morning and afternoon nap. The child from two to five years takes his nap in the afternoon for a period of one to one and one-half hours to last no later than 2:30 P.M. If the child is permitted to sleep later, he will not be ready for bed at his usual hour in the evening. He needs to be awake for an hour or more of outdoor play.

Children in the one-to-four-year age group benefit from a rest period before the noon meal. If some member of the family can be free to do it, this furnishes a good opportunity for reading and storytelling.

ELIMINATION

Bowel movements. Regularity of elimination depends to a great extent upon the correct diet and regular meals. Under

ordinary circumstances, a child is fairly regular in his bowel movements due to his own physiological rhythm, depending on his rate of digestion and assimilation of food. Changes including new foods, the sometimes necessary changes in routines, his emotional tensions, and feelings of happiness and unhappiness, can affect this regularity.

Perhaps no area of child development is less well understood by the average mother than the need for the maturing of the baby's body, his bladder and bowels, his nerves and muscles, before "toilet training" should be started. Our culture is a complex one and we tend to expect too much maturing in our children too early. Certain brain centers and sphincter muscles must be developed before the child is able to release at will as well as hold back. So also the development of the baby's fist permitted him to hold tightly to an object before he was able to let go when he wished.

Some babies are just naturally regular in their bowel movements. When these babies can sit up steadily alone there is no reason why the movements cannot be "caught" in the toilet or toilet chair. Other babies soil their diapers at irregular times and the mother will find herself more relaxed washing the diapers than trying in vain to watch for the bowel movement. It is important for the mother to feel and express no disgust over the feces, for by her actions and expressions she can easily make a child ashamed of a natural biological process and a product which he produced. Young children are interested in everything, including products of elimination, and may want to touch their feces. This is normal and natural and the mother needs to be careful to restrain her feelings of repulsion, if she has them, when she cleans him. If a child is made to feel guilty or ashamed over elimination he may also feel the same way about sex organs, since the organs of elimination and sex are in the same area. Babies may handle their genitals when their diapers are changed, or young children may do so at other times. This is best ignored, for criticism or "No, no," may tend to develop too much guilt or a feeling that these organs are bad. A child

is more likely to continue masturbation if the mother is persistent in trying to stop him, and so emphasizes out of proportion a normal reaction. Interest in and affection for other people will keep him from turning too much to his own body for comfort.

Urination. A child has a great deal to learn in his second year as he begins to master the art of walking and talking. Parents can enjoy this period and help their children learn by exploring with them, talking and listening to them, instead of spending hours in premature toilet training. Time is wasted and harm to a child can result. It may prove a way of giving him another reason or means for resisting.

Adults cannot force or control the growth of muscles and nerves. It is the child's business, a complicated one, and *he* develops the control. Children mature at different rates; naturally there will be a great variation in the time of control of the sphincter muscles. If we let the child train himself there are usually better results in the continuity of his dryness. Lapses are to be expected. Absorbed interest in play can be much more important to his growth than remembering to stop to go to the toilet. Changes of routines, visitors, trips, the weather, emotional or physical upsets, all contribute to lapses in control.

Gone are the old methods of trying to have a clean and dry baby as soon as possible. A mother does not need to feel guilty because her friend's child is "trained" before hers. A casual attitude about bodily functions, a healthy respect for the use of the bathroom and without undue secretiveness about its use, will give the runabout child an opportunity to understand what the bathroom is for.

One young mother who had decided not to attempt using a toilet chair for her daughter until she was eighteen months old, found her at sixteen months climbing on to the toilet seat. The mother then fastened a toilet seat to the adult one and Joan used it with pride. She might from that moment go two days at a time without an accident. She was ready to control her bladder, go to the toilet like her mother, and was proud of her achievement.

New babies in the family sometimes cause a young child to revert to wetting his pants. Martha, at two, when her mother was giving the new baby a bath, climbed onto a pile of clean baby clothes and urinated. She was not scolded for her mother understood that Martha probably wanted the attention the baby was getting. This was a natural reaction. She was not a "bad child."

Keeping dry at night usually comes after day-time dryness. Unless a child is uncomfortable when he is wet it is usually better not to arouse him from sleep for toileting. This only means that the adult is assuming the responsibility and this may postpone his carrying the responsibility for his own needs. He will soon develop the necessary control.

Confidence in your child and respect for him and his individual adjustment, with praise for success, will result in his learning to conform to the customs of our society. Do not punish or humiliate him. Do not overemphasize toilet training. Just give him an opportunity to learn. If there is a prolonged problem that concerns you, consult a physician, a child guidance clinic, or a child specialist.

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CHAPTER 12

WASHING AND DRESSING

How is social adjusting, or getting on with other people, influenced by self-help in the early years?

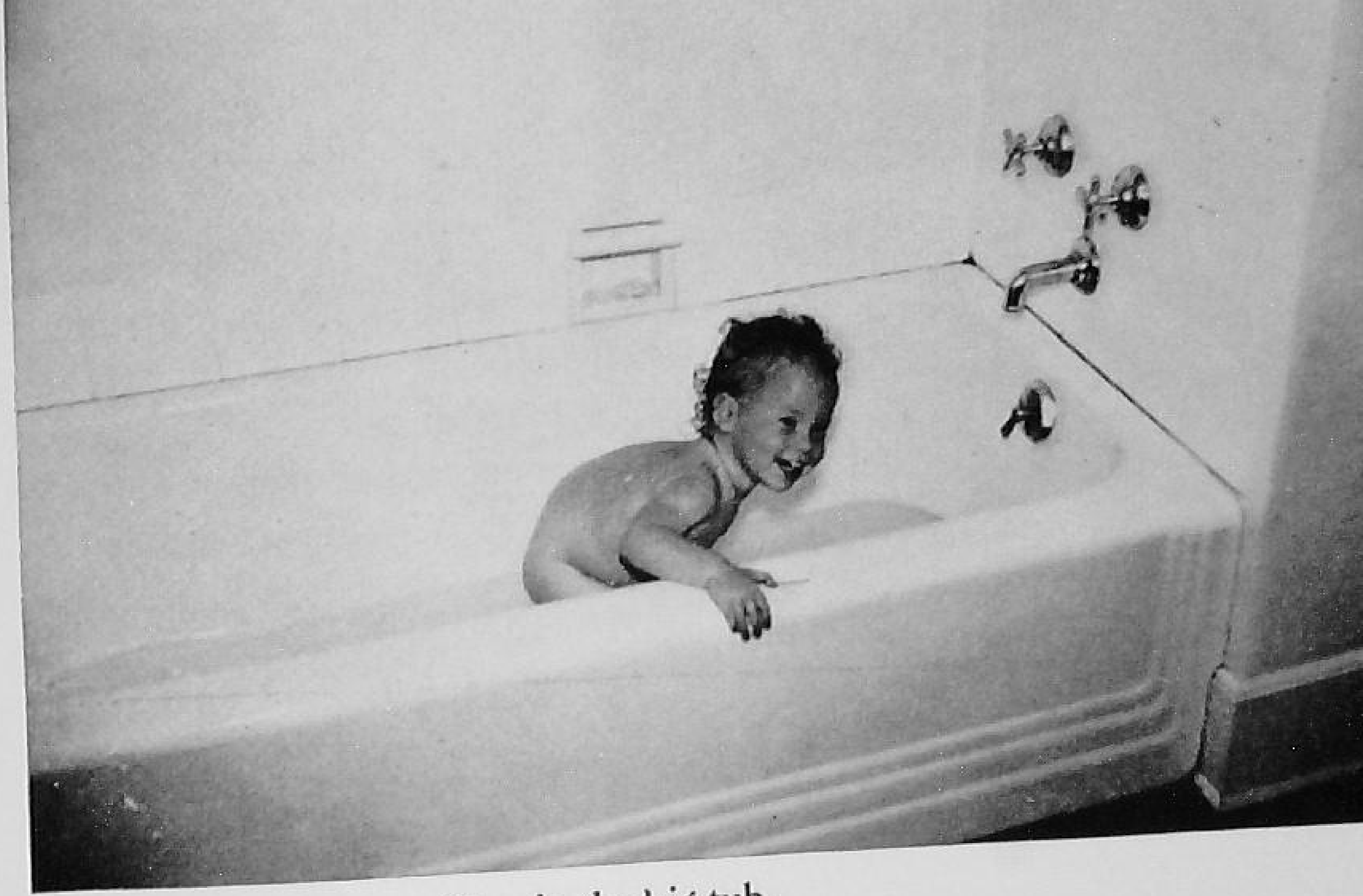
SUGGESTIONS FOR DISCUSSION AND PLANNING TOGETHER

1. The two-to-six-year-old enjoys taking some responsibility in washing and dressing himself. What conditions must be supplied and what help does he need? What is meant by individual differences in "timing"?
2. Read the story about Nancy and explain her behavior. Report some other examples of resistance to authority.
3. Plan to investigate what the shops have to offer in the way of designs and materials for children's clothing. How can present styles be adapted to self-help?
4. What directions would you give someone who is interested in making clothes for a runabout?

WASHING AND DRESSING HIMSELF

Desirable personal habits. The two-to-six-year-old learns more than appears on the surface when he learns to co-operate in the bathroom, to help himself in dressing, and to take some responsibility for the care of his clothing.

The bathroom furnishes a fine opportunity for learning the difference between "your things" and "my things." If the child has his own towel rack placed low enough for him to reach easily, he will learn to hang up his towel and wash-cloth after using them. His comb, brush, and toothbrush can



Fun in the big tub.

be hung on hooks beside his towel rack, and a sturdy box or platform may be used to make the toilet seat and basin a more convenient height for him.

Learning to wash himself. In nursery schools it has been found that two-to-four-year-olds thoroughly enjoy rubbing soapsuds on their hands, putting the stopper in the basin, and turning the cold water on and off. They learn to put a little hot water with the cold and to wring out the washcloth, pretty "wetly," of course. By about five years some children wash with very little wetting of clothes.

In the tub bath he should be permitted to soap his body and to help in washing the parts which are easily reached, his dirty knees, for instance. He does not participate in the bath for the joy of being clean but rather for the fun of handling the bath equipment and dabbling in the water. Let him help to wash the tub. This can be part of his fun in the water and may be the beginning of taking some part in household duties. Whoever is in charge must see that the whole household is not upset because of too much dawdling. But, on the other hand, the child should not be rushed through his bath so that it gives him no satisfaction. As they differ in every-

Child Development Laboratory, Home Economics Division, Philadelphia Public Schools

A high school girl is at hand when they need help.

thing else, children differ in "timing," that is, the time they take to do things.

Timing. Nancy's timing was the despair of her nursery-school teacher. She went about, sober and deliberate, never ready to come in to lunch with the other twos, never ready to go out to the play yard when they went, and always trying everybody's patience with her dallying at hand washing. The mother had consulted the teacher about this trait of Nancy's. Her dawdling at home was a constant problem. It was agreed to try letting Nancy take her own time at washing up for lunch. She was not to be hurried, no matter how long she lingered at the washbasin. Nancy washed for two hours, happily turning water on and off. Lunch was over and the other twos asleep before she came out of the bathroom, face wreathed in smiles. "Nancy *all* through," she announced. "Nancy *all* through!" She then ate her lunch and went for her nap happily.

Her mother agreed to try to hurry Nancy less. It was evident that she was reacting negatively to the constant hurrying both at home and at school. It was not easy for the busy mother, but it was rewarding. With the pressure off, Nancy went faster of her own accord and became more happy and co-operative. There are, of course, times when children must be hurried, but with good common sense and planning these times are infrequent.

Learning to wash herself.

CLOTHES FOR COMFORT AND SELF-HELP

Children's clothing calls for durable lightweight materials, simple designs, and ease in laundering.

Size is important. To have the garments of correct size means giving careful attention to the rate of the child's growth. Try to purchase material that is preshrunken and select garments large enough to allow for immediate growth. Garments that are outgrown, no matter how good their condition, are poor economy, because money is saved at the expense of the child's disposition and possibly his health. Who can play freely and happily in shoes and stockings so short that one is constantly aware of them? How can Billy keep from pulling at his pants or overalls if they cut right into him? If overalls are to be worn over the play suit, buy a larger size than is ordinarily required and see that they do not bind around the chest or in the crotch or drag down the shoulders. Satisfactory garments for children call

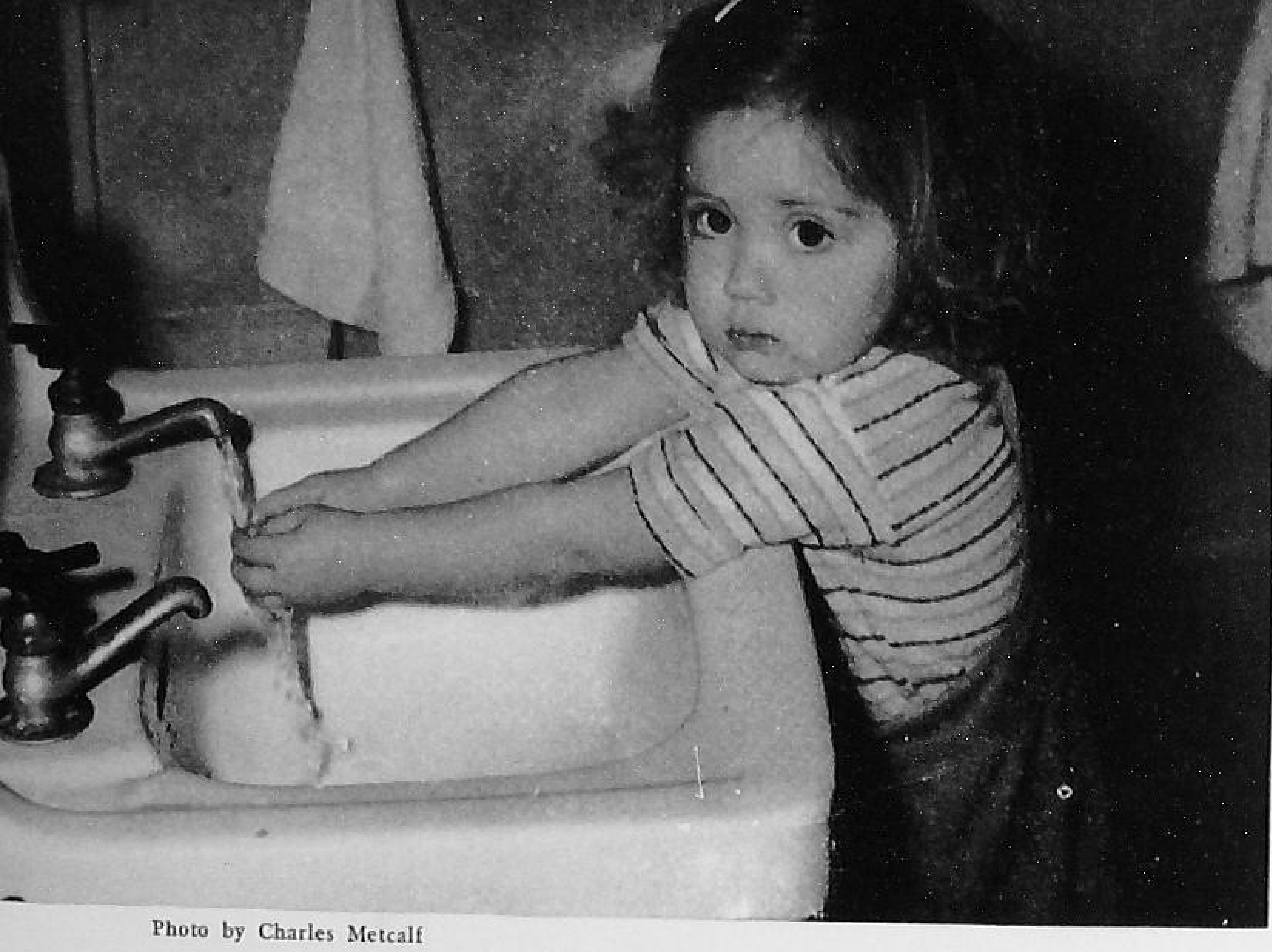


Photo by Charles Metcalf

Like Nancy, no child ever wants to leave running water.

for roomy armholes, all seams flat and smooth, and no raw seams which become very irritating when starched.

Fastenings must be simple and easy to manipulate, like zippers, for example. In fact, the child under five should not be expected to handle small buttons, buckles, or clasps. All garments should open down the front. Small openings on the side and down the back are too difficult.

If girls' dresses slip on over the head, they should fasten down the front with a zipper or sturdy buttonholes and large buttons. The plackets should be generous. The dress with the full-length front opening is the easiest to manipulate. Panties to match the dress eliminate the need for slips.

Boys' suits should be large enough for action but not so large as to be awkward. The straight legs of the pants should be as wide at the bottom as they are at the largest part of the thigh. The pants need to have a wide, generous seat and sufficient length from waistline to crotch to allow for stooping without binding. The small boys' pants are made without a fly.

"I want a dress like Mary's." All children, boys and girls.

Photo by Will Connell

Dolls need washing, too.

want to have a feeling of belonging to the group. See that their clothes are enough like those of other children so that they do not feel different. In a nursery school the children were dressed in overalls over their winter play suits for out-of-door play. Judy's mother neglected to purchase overalls, and for the first four or five weeks Judy was not dressed like the other children. During those weeks Judy held back and did not join the group play. Then, one day the overalls came! The change was dramatic. That very day Judy joined the group and played with the other children from then on.

Play clothes for playtime. Johnnie's mother, who is trying to keep him within the range of her vision on a day's outing at the shore, tells him again and again, "No, you cannot play on the beach in your new suit; we will walk on the boardwalk and I will buy you an ice cream cone." Little Johnnies are not interested in boardwalk promenades nor shop windows. For an excursion such as this Johnnie's mother should

U. S. Bureau of Home Economics

A well-designed play suit has pants that allow enough room for the child to stoop over with comfort.

take overalls and a bathing suit and change his clothes as soon as they reach the beach. After a short period of exposure to the salt air, wind, and sun, he will need some protection for his arms and shoulders.

Children should not be expected to have a good time playing and keeping clean at the same time. It can't be done! Give them clothes, chiefly overalls, that will stand the wear and tear of active play and frequent laundering. Then refrain from scolding them if they play in the dirt, which has many fascinating possibilities for this age level.

TEACHING A CHILD TO DRESS HIMSELF

Let him try. The child in these early years is interested in the task of dressing and undressing and likes to think of it as his own job. It is easier, of course, to dress the two-and-a-half- or three-year-old than to teach him to dress himself, and it takes

much less time. However, unless he is encouraged when interested at about two years, there may be difficulty in arousing interest again at four and a half or five when the adult expects him to be more independent. It is not always possible for a busy mother to take time for the child to experiment with the task of dressing, but she should allow him to do that which he can do easily and wants to do. She must also realize that the young child is not always interested in doing as much as he can and that at times he will be too tired even to help and needs assurance that you like to do it for him. Help him at such times.

Vocational School, Philadelphia

In the nursery school the hooks are placed low to encourage independence.

Each child has his own timing and should be allowed to do things at his own rate. Moreover, what Tommy can do at three years is not necessarily to be expected of another three-year-old nor to be compared, in his hearing, with what an older brother or sister did at that age.

When the child from two to six years is learning the complete business of dressing and undressing, he needs sufficient time, some adult encouragement and guidance, and clothing which makes self-help possible. He should be taught the easiest things first and should not be expected to meet adult standards. It is easier to pull garments off than to put them on, easier to unbutton than to button.

Many a two-year-old can get his shoes over his toes. Somebody else can finish the job. Later, if the laces are loosened and he is shown which shoe goes on which foot, he

can put them on. Teach him to loosen the laces of his shoes, not to unlace them in taking them off. Then between three and four, when he has learned to straighten the tongue of his oxfords, he can draw up the laces after he has put on the shoe. Between five and six he may learn to tie a bow. He will make some mistakes, but don't discourage him at this age by doing it over for him unless the result will give him discomfort.

TEACHING A CHILD TO CARE FOR HIS CLOTHING

Providing a place for clothes. A considerable share of every family's income is spent for clothing. It is the duty of each member of the family to realize this fact and to assume some responsibility for the care of his own clothing. As soon as a child can walk steadily, at about eighteen months, he can place his garments over a little chair or on a low hook to air before he goes to bed.

If a definite place within his reach is provided for the clothes in immediate use, a child at this age can be taught to get his own garments to put on and to hang them up when undressing. A group of hooks placed low on the inside of the closet door is a convenience. Helpful devices are needed, such as hooks for dresses or suits, coat, and cap; a shelf for socks, mittens, and underwear; and space below for shoes and rubbers. Such arrangements help to develop a sense of ownership and orderliness.

Arouse the child's interest by making him a present of this place where he is to keep his clothes, just as daddy and big sister have a place for theirs. Strong loop tapes sewed horizontally inside the collars of coats, sweaters, and dresses make it easier for the young child to hang up his clothing.

Setting an example. Parents and older brothers and sisters should never be too hurried, too tired, or too indifferent to say to the child when he neglects to put away his coat, "We hang up our coats." This won't work if big brother care-

lessly tosses his hat and coat on the hall chair and if sister steps out of her clothes forgetting chair and closet.

Children will have spells when they will forget or will be too engrossed in living to bother about caring for clothes, and they may indeed have temper tantrums if you insist. Forget it! Don't make an issue of it. See that the whole family sets a good example. Children do much as they are expected to do.

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CHAPTER 13

FOOD FOR CHILDREN

What are the factors, physical and emotional, upon which adequate nutrition depends?

SUGGESTIONS FOR DISCUSSION AND PLANNING TOGETHER

1. Two groups may plan and report on the following:
   a. Foods essential for a good diet at any age.
   b. Two or three dinner menus suitable for the whole family, including the two-to-six-year-old.
2. Note the food choices of people whom you know: pupils in the cafeteria, members of your family, and relatives. What foods are lacking for a well-rounded diet?
3. Why do children need milk and cod-liver oil?
4. Three-year-old Judy's mother was distressed and anxious because Judy ate so little. Her mother urged her to eat, bribed her, sat by her, and even tried reading to her at mealtime. One day she served her a lamb chop, which Judy said she would eat. Judy threw the lamb chop on the floor. Explain the effect of the mother's attitude on Judy's behavior.
5. How do you give new foods to a two-year-old?
6. How may the attitudes of adults and older children affect the behavior of younger ones at mealtime?

THE PART FOOD PLAYS IN GROWTH AND HEALTH

From the day of birth it is the mother's responsibility to help the child to develop good attitudes toward food. One of the first essentials is to know the right foods which make

Hamilton High School, Los Angeles

This is the children's big meal of the day, and great care is taken to make it well-balanced. A high school cadet observes.

up a balanced diet. Pleasure in eating and a calm undisturbing atmosphere are also essentials.

As boys and girls grow older, training in good food habits should be continued both at home and in school, and the proper selection of food to build sturdy, straight bodies should be practiced as commonly as care of the teeth or bathing the body.

A study of the daily diet of our different national groups would probably reveal some good food practices in each group. But there are often additional foods which should be supplied to round out the diet and make it really adequate. A normal child is very active and must have a sufficient amount of the right kinds of food to meet his growth needs. Children are more often thin and undersized from eating the wrong kinds of food than from not eating enough food. The following foods are basic and should be eaten daily by children, adolescents, and adults:

Milk	2 or more glasses daily for adults; 3–4 glasses daily for children.
Vegetables	2 or more servings daily besides potato, 1 of them green or yellow; greens often.
Fruits	2 or more servings daily, at least 1 raw; citrus fruit or tomato often.
Eggs	3–5 a week, 1 daily preferred.
Meat, cheese, fish, or fowl	1 or more servings daily; dried beans or dried peas may be substituted occasionally.
Cereal and bread	2 or more servings daily, whole grain or enriched.
Butter	2 or more tablespoons daily.

Every child should learn to eat the right foods during his first six years of life. During this period the foundations are laid for normal growth and health. To make this possible for young children, the older members of the family must do their part by preparing food attractively and setting an ex-

ample by eating it with enjoyment and not overemphasizing it by talking about it.

They like to help with the serving.

FOOD NEEDS FOR THE SECOND YEAR

In the second year the child will continue to eat the foods started in the first year but with some additions. It is important that he learn to accept new foods.

Milk. The daily diet is usually based on a pint to a quart of whole milk, as milk provides calcium and phosphorus for teeth and bones. It also supplies protein for body building, fat and sugar for energy, and vitamins for their protective value.

The child should drink milk at each of his three meals, and the remainder required can be used both in the preparation and serving of cereals, milk toast, or desserts. More than a quart of milk is not advised, as the stomach has a certain capacity and room must be left for meat, vegtables, fruits, and cereals.

Cereals. Cereals made from the whole grain, such as oatmeal and some of the dark farina or wheat cereals, and those enriched with vitamins are best. They should be thoroughly cooked and served with milk but no sugar. Sugar satisfies the appetite quickly, and then other foods are not enjoyed

and may be refused. Do not offer candy and cake to the child under two years. If vegetables and fruits are properly prepared, their sugar content is satisfying.

Eggs. Egg may be served for breakfast or supper, and meat may be served at the noon meal. Egg yolk and meat are sources of protein, iron, and vitamins.

Vegetables. Both cooked and raw vegetables should be served once or twice daily. Such vegetables as beet tops and other greens, lettuce, cabbage, asparagus, peas, carrots, string beans, green lima beans, squash, tomatoes, cauliflower, turnips, and celery may be served at this age. The potato, baked or boiled in the jacket and mashed with a little milk and butter, should be served daily but must not replace green vegetables. It furnishes a generous supply of calories, some iron, vitamin C, and thiamin, and it is easily digested. Children like baked potato and also the skins, which are valuable for their mineral content. To retain vitamins and minerals, vegetables should be cooked with greatest care.

How to cook vegetables. Cook them when they are fresh in a small amount of boiling salted water. Whenever possible, scrub, and cook in the skins. Do not peel them until you are ready to cook them, and do not cut into small pieces nor soak in water before cooking. Cook rapidly in a covered pot just long enough to make them tender. For example, new cabbage will cook in five minutes. For time required for cooking other vegetables, refer to an approved chart.

Meat. Meat and fish supply protein, minerals, and vitamins. They should not be eaten in place of vegetables or milk. Small servings of tender beef, lamb, chicken, and liver, boiled, broiled, or baked, should be served finely minced when first given. Larger pieces may be served as the child's ability to chew increases. Veal, and pork with the exception of bacon, should be used sparingly for the child under six. Pork and veal require long, slow cooking. Fish may be steamed, boiled, or baked. Use cod, haddock, halibut, and flounder because they contain little fat. Fish must be perfectly fresh and all bones removed.

Bread and butter. Hard bread and dry toast encourage chewing and increase the circulation of blood in the gums. Some whole-wheat bread should be used even though the white bread available has been enriched. Butter and fortified margarine provide vitamin A.

Fruits. Fruits should be served twice a day if possible. In addition to orange and tomato juice, applesauce, prunes, and ripe bananas, which are given in the first year, the child may now have crushed pineapple, ripe apple, stewed pears, peaches, and apricots. Fruits make the best desserts. Pastry, cakes with icing, and very sweet desserts should be avoided. However, he may have junket, baked custard, gelatin, rice pudding, cornstarch pudding, and fruit whip, all of which are also liked by adults. In planning meals for the family keep the children in mind, and, in so far as is possible, let the dishes chosen be such as are suitable for all. This lessens the work in food preparation. A fruit dessert from two to four times a week is desirable for the entire family.

FOOD FOR THE OLDER CHILD

The diet for the two-to-six-year-old follows in general the pattern set up for the child in the second year. Milk is still considered the starting point in planning, and the amount may be a pint and a half to a quart, according to the advice of the physician. Cod-liver oil should be given daily.

The daily diet of the well child from two to six years of age should follow the pattern given below:

Daily Food Needs for the Two-to-Six-Year-Old

Breakfast

Fruit—orange, applesauce, or prunes
Cereal with milk—cooked, whole grain
Whole-wheat bread or toast
Butter
Milk
Cod-liver oil (1 to 2 teaspoons)

Midmorning Snack

Orange or tomato juice

Noon Meal

Main dish—meat, poultry, fish, or egg
Potato
Green or yellow vegetable
Raw vegetable or fruit
Whole-wheat bread and butter
Milk
Dessert—milk puddings, gelatin, or fruit

Midafternoon Snack

Milk
Cookie or cracker

Supper

Main dish—a cream or vegetable soup, cereal, or egg with a cooked vegetable
Sandwich or bread and butter
Milk
Fruit—cooked or raw

Children have different food requirements. Age, size, activity, appetite, and the functioning of the alimentary tract have a bearing on the amounts of food different children can eat. Give him only one teaspoon of unfamiliar food and about a rounded tablespoon of food which is familiar and which he likes. Older children will need larger servings, about two rounded tablespoons for six-year-olds. Second helpings should be given if desired.

Foods to avoid. Candy for the most part should be omitted. It is too concentrated, and if taken between meals it will lessen appetite. A small piece of molasses or other hard candy given after the midday meal is permissible.

Avoid all highly seasoned foods and relishes because they are overstimulating to the digestive system. Do not serve

green peppers, corn, or radishes. Tea, coffee, strong cocoa, hot biscuits, waffles, pies, rich puddings, nuts, and fried foods should not be given to a child of this age. The fruit or custard fillings for the family pie may be baked in a small custard cup for him.

PLANNING THE MENU

Not only must we plan to meet the needs for adequate nutrition, but also to make the meal acceptable. The child is influenced in his acceptance by amount and color, as well as by texture and flavor. A dinner of scrambled eggs, mashed potatoes, and cauliflower lacks color appeal and contrast in texture. A plate containing scrambled eggs, green string beans, and baked potatoes is more attractive.

The child is learning to chew foods, and mastication is not easy for some children; so when introducing solid foods give only one chewy food, such as meat, buttered beets, or string beans in the same meal. Studies made of foods acceptable to children show that they like crisp textures, such as melba toast, carrot strips, raw celery, and crisp apple slices. It is recommended that a crisp, a soft, and a chewy food be included in every meal.

The food should be simple, not highly seasoned, and attractively served in not too large amounts. A plate too full of food may present a task which some children cannot even attack. Learn the correct portions for children of different ages and for the child concerned.

New foods should be offered when the child is hungry and the entire situation favorable. If only a bite or two is taken, a word of approval helps. If the food is not well accepted, wait a few days to offer another small portion. Then do so without comment. The attitude with which food is presented has much to do with its acceptance. Compelling him to eat food may cause food refusal. Remember that he will eat without coaxing, urging, or constant reminding!

SUGGESTED MENUS FOR THE TWO-TO-SIX-YEAR-OLD

Breakfast	*Dinner*	*Supper or Lunch*
Orange juice	Broiled liver or lamb chop	Vegetable soup
Oatmeal with milk	Mashed potatoes	Whole-wheat bread with peanut butter
Bacon	Spinach	Custard
Toast and butter	Carrot sticks or tomato sections	Milk
Milk	Bread and butter	
	Milk	
	Fruit	

Breakfast	*Dinner*	*Supper or Lunch*
Prunes	Meat loaf	Cottage cheese
Soft-cooked egg	Baked potato	Scalloped or stewed tomatoes
Whole-wheat toast with butter	Green beans	Whole-wheat bread and butter
Milk	Celery sticks	Milk
	Whole-wheat bread and butter	Oranges and bananas sliced
	Milk	
	Fruit gelatin or fruit	

Breakfast	*Dinner*	*Supper or Lunch*
Grapefruit juice or tomato juice	Baked fish	Poached egg on toast
Yellow cornmeal mush	Boiled potatoes in jackets	Lettuce
Toast and butter	Stewed tomatoes	Milk
Milk	Apple slices	Baked apple
	Whole-wheat bread and butter	
	Cornstarch pudding	

BUILDING GOOD ATTITUDES TOWARD FOOD

Regularity of mealtimes is important to all members of the family for health reasons and because of the demands of school or business. Mealtime should be a happy time for the entire family. Each one should co-operate so that a

satisfactory meal routine is established. The family should help provide plenty of outdoor play and companionship for the children. This helps enormously in creating an appetite. The state of mind in which children come to the meal is important. Give them plenty of warning so that there will be ample time for one more turn at the swing, one more dumping of the truck, and time to wash their hands before dinner.

At the table. Whether the child eats at the family table, in his own high chair, or at his own little table in the same room, it is important to make him entirely comfortable, with his forearm on a level with the table top and his feet resting squarely on a footrest or on the floor.

When he is learning to feed himself use oilcloth on the table and newspaper or oilcloth under his chair to catch the spilled food. This will save undue friction and unnecessary work. He is sure to spill while learning. We should be ready for it. The child needs a small spoon which he can handle successfully. Let him hold the spoon in his fist so that he will use the large muscles of the arm and shoulder rather than the fine muscles of the fingers. A bowl with high sides will be helpful in getting the food on the spoon. As he gains more control he will like milk that he has poured from a small pitcher into his own small glass. This should not be considered pampering or indulging. It is one of the ways in which he gains muscle control and independence.

It is usually a good practice to have the child eat one meal each day in the dining room because of his need for warm, pleasant contacts with the other members of the family. He should be accepted in a matter-of-fact way as one of the group but should not be required to wait until others are served before he eats nor remain at the table after he has finished. Do not make him the center of attention but recognize that he also is a member of the family. Refrain from talking baby talk or "talking down" to him. The two-year-old is absorbed with the manipulation of food, the four- or five-year-old can talk and eat.

The Phototek Co.

Everyone does his share of the cleaning up in kindergarten.

No member of the family should give undivided attention to the child's eating, but one member should accept the responsibility of helping him when needed. It is a good general policy to give him his food and to expect him to eat, but this won't work unless the members of the family set him a good example by refraining from remarks about the food, by controlling their facial expressions, and by learning to eat with pleasure an adequate variety of foods. If anyone even suggests that the cereal is too salty or the gravy too thick or the toast burned, some children will push their food away and refuse to eat it.

Do not hurry the child; do not nag, scold, or bribe him to eat. If necessary give occasional helpful suggestions, such as, "Eat some of the carrots; I like them warm," or "Push the food toward the middle of the plate, then it won't spill."

Try not to show worry or to be concerned if he does not eat all of each food on his plate, but encourage him to eat

some of each. It is not wise to emphasize the dessert by giving it any particular importance as in saying, "If you do not eat your carrots, you cannot have dessert." Dessert should be a nutritious part of the whole meal. Twenty to 30 minutes is usually sufficient time for breakfast and supper, and 30 to 40 minutes is enough for dinner. At the end of that time remove the plate without comment, whether the food is eaten or not. The meal is over. Don't talk about it. If he did not finish this meal, he will probably be hungry for the next meal. If he has plenty of water and his regular midmorning or midafternoon snack of fruit juice, he will not suffer physical harm. It is necessary that the adult remain calm, consistent, gentle, helpful, but firm.

SOME REASONS WHY YOUNG CHILDREN REFUSE TO EAT

Poor example set by adults in family. It is one thing to be well informed as to the best foods for body growth and the maintenance of health, but to feed these foods successfully to the members of a family is quite another matter. A young mother will often be heard to say, "I simply cannot induce Peter to eat his vegetables, but for that matter I never eat carrots or cabbage myself." Little Sue's big sister said, "The hardest job we have is to make Sue eat. We have done everything suggested, but it always ends in mother's patience flying out of the window, and Sue getting punished. I'm ashamed of it, but often I find myself shouting commands to her to eat."

These young people would have been surprised if told that their own attitudes had much to do with the youngster's food refusals. Many adults think that children only refuse to eat if they are ill or if they do not like the taste of the food offered. These are two reasons, but there are others. We have said before that example plays a large part in the learning process. If big brother John, who goes to high school, refuses peas, and father says, "No turnips for me,

please," little Sue may be expected to refuse both peas and turnips.

Physical defects. Adenoids or diseased tonsils may cause a lack of interest in food. The child may not be getting enough fresh air or sufficient active exercise to stimulate an appetite.

A means of asserting himself. All children need to assert themselves in order to become independent and to develop individuality. But mealtime is not the time to do this. Let him assert himself at other times and receive the attention he needs. Then when he eats he will not need to refuse food so that he will be noticed by the family. Constant worrying and fussing to induce him to eat merely give him a chance to rule the household and emphasize unnecessarily his eating habits.

Strong emotional reactions. Five-year-old Mary is deeply engaged in putting her doll to bed. Big sister calls, "Come this minute to supper." Little Mary pulls the dress off one doll, tucks covers over another, when big sister swoops down with, "Didn't I tell you to come to supper?" and walks off pulling a crying, fighting, or sulking Mary. We know that fear, anger, and excitement may stop the secretions of the digestive tract. Is little Mary in any condition to enjoy, digest, and assimilate food? In this mood she may even form a dislike for anything offered, because she was emotionally upset when coming to the meal. This display of emotion might have been avoided if big sister had called a "five minutes till dinner" warning. Big sister is now upset and at least two members of the family may not enjoy this meal.

Anything which causes tension or strain in any member of the family, such as the loss of a pet dog, father's refusal to let John have the car, or Jean's failure in her arithmetic, has its effect on everyone in that home. Mother may be worried about grandmother's health and who is going to take care of her. Such things may even lessen Mary's appetite and cause a certain amount of fussiness. This is better ignored. She will eat tomorrow. The important thing to

remember is that such happenings are a part of living and need to be talked out, but not at mealtime.

SOME WAYS OF DEVELOPING GOOD ATTITUDES TOWARD FOOD

Make mealtime a happy time.
Set a good example by acting "grown up" about your own eating.
Make the plates look tempting.
Serve suitable amounts for each individual child.
Expect the child to eat.
Respect his ability to tell you when he has had enough.
Do not hurry or nag him.
Help him when he needs it.
Treat him like a person and respect his feelings.

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CHAPTER 14

PLAY AND DEVELOPMENT FROM ONE TO TWO

Can you explain why experimentation and play with people and things are essential to growth?

SUGGESTIONS FOR DISCUSSION AND PLANNING TOGETHER

1. Select a child between the ages of one and two in your neighborhood and list the different things he does in 20 minutes.
2. Make a picture book of simple, everyday activities that children of this age would enjoy.
3. Try to get a list of the words used by different children eighteen to twenty-four months old and compare them.
4. Explain why a playpen and a play yard are good for children of this age.
5. Plan a list of toys which you think would be most suitable for a child under two.
6. Compare the two children described below:

   a. Jim, aged twenty-two months, can lace his own shoes, is very proud of his achievement, and never will accept help. He can recite simple nursery rhymes which he willingly does for admiring guests. He also can count to ten. He never soils or wets himself and is very neat in all of his play. When he falls he cries, is always picked up, and his "hurt" is kissed to make it well.

b. Tom, aged twenty-two months, will lend attention to the dressing process, but does little for himself. His language consists of names of familiar objects describing action and sound, such as, "choo-choo," "train goes," "bow-wow," etc. He gets completely absorbed in his dramatic play. He is the train as he pushes his blocks around. He likes to play in dirt and mud and gets a real pleasure from it, with no consciousness of being dirty. When he falls, he is angry and cries, but he gets up by himself and goes on playing.

The first birthday cake.

Tom is on a much better road to good emotional and mental development. Why?

THAT SECOND YEAR

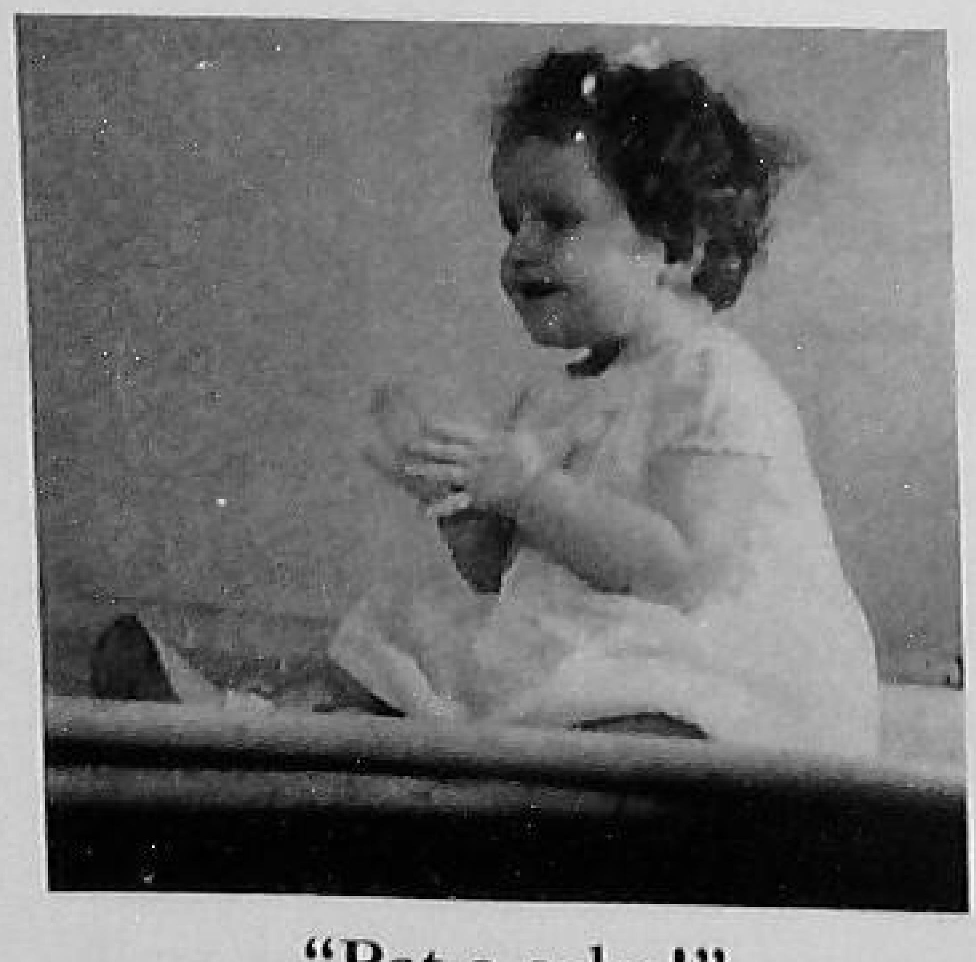
Learnings are rapid between the ages of one and two. Consider learning to talk and learning to walk, their importance, and the energy they consume. Add to this the efforts made to control elimination and you have a picture of a busy life. None of these important learnings takes place except in relation to other people and in relation to everything else that is happening. Walking and talking with grownups is fun. Tell a child not to talk or make a big fuss over his talking and walking, and his progress may be retarded. He likes to be treated as a person.

Motor skills—walking. Early in the second year walking is an unsteady but absorbing activity; many a bump is taken with real courage, and success is met with gurgles of delight. Babies learn more rapidly when there is a purpose for walk-

Photo by Ellis O. Hinsey

Discovery! He can throw a ball!

ing. When their balls roll away from them, give them time to go after them. Margery, still very unsteady on her feet at twelve months, lost her ball. Very slowly she turned and painstakingly got down on her knees, crawled under the table, and retrieved her ball. She not only had a purpose but she experienced the thrill of success.


"Pat-a-cake!"

A baby at this age walks with his legs wide apart and with his arms held out for balance. By the end of the year walking has become easier and takes less concentrated thought. During this year he will show us that he definitely prefers

pushing his carriage to being pushed. He likes more and more to be the "doer," not content just to have things done for him.

There will be progressive co-ordination throughout the next years. Along with walking he is learning to run, to climb a chair, to creep up stairs, and, by twenty-four months, to walk up stairs. By eighteen months he may run away from you. Do not make a game of this when you want to dress him, bathe him, or put him to bed. As he grows in skill he will want to try tricks, such as walking backward; see that he has a clear path. Take him on a trip to the grocery store, and he will wander up everyone's doorstep, not at all concerned over getting there or getting home.

Spring clean-up at eighteen months.

Freedom from adult interference and a safe place to run and to climb are essential to motor development. Severe accidents may cause the child to become fearful, but too great a concern on the part of the family over minor hurts may produce timidity and retard his progress. When he falls give him time to pick himself up unless he is really hurt or very tired. Falling is part of the process of learning to walk. Do not hesitate to sympathize if he needs it. He will learn gradually to be a good sport.

Other motor skills. The child is now becoming more skillful with his hands, and it may be that he will show a pref-

Sometimes the left hand is preferred. Don't fuss about it.

erence for using the left hand. Do not force him to use the right; allow him to use either.

At about fifteen months he has acquired the ability to let go of an object when he wishes, so that he can succeed in placing one block on top of another. He will want to hold a spoon, but it is usually upside down by the time it reaches his mouth. Fingers are more effective and he is more skillful with them. Let him use them. He will learn to use a spoon properly through imitation and with practice.

He learns during this year to turn one page instead of a bunch of pages. He enjoys the pictures and the naming of familiar objects. He is interested in pulling and in pushing toys. He opens and closes doors for the fun of doing it. He needs watching to prevent accidents. He will be interested in helping to dress himself and delights in bringing his clothes to you. He may struggle unsuccessfully to put on his shoe; allow him to try with your help. He will show more interest and skill in undressing than in dressing. It is easier. In all of his motor development he needs understanding, wise guidance, opportunity to experiment, and a chance for success.

Language. Cooing, babbling, listening to their own sounds and the language of others are all part of language development. The child has learned to associate the name "shoe" with the articles he puts on his feet. He can go and get his shoes when asked long before he can say the word "shoe." In fact, he understands many words and sentences before

he can say them. This is called a passive vocabulary. We find most children jabbering in a conversational style all their own. They have copied the tones and inflections of those about them. When they make a sound that resembles a word, they are praised and appreciated. They repeat that sound for the success it brings them and so perfect the sound or word. They begin to combine gestures and words; for example, they reach for a cup and say "wa-wa" at the same time.

Real absorption in a picture book.

Progress in using words is usually slow during the first half of the second year, and this can often be attributed to the concentration needed in learning to walk. The number of words an eighteen-month-old may use will vary from none to many. Children vary widely in the age for saying single words and for putting two or more words together. Listen to the child with approval and seldom correct mispronunciations. Many bright three-year-olds still talk very little. See page 208 and read Dr. Spock's discussion of language in *The Pocket Book of Baby and Child Care.*

Play and solving problems. Not many problems are solved with language at this age level. They are solved rather in the doing of things. Opportunity, experience, and intelligence are needed. Margery, in the story above, solved the problem of retrieving her ball. A child of this age is solving the problem of learning to walk and so to manipulate his body that he does not fall constantly. He investigates everything within his reach. He finds that the tablecloth does

Experimentation and play with people and things are essential to growth and development.

not support him when he pulls it, but the edge of the table does. He finds interesting things in the kitchen cupboards. He learns that pots and pans may fit together and that they make a lovely noise when they bang on the floor. He remembers where to go for that interesting bureau drawer or for his own toys. He may remember that mother said, "No, no," and sometimes he may say, "No, no," to himself as he continues to do the forbidden thing. His interest is not concentrated, and as he learns to be more relaxed and at ease in his walking he runs from one toy or place to another.

Twenty-one-month-old Sally found great pleasure in coming in the kitchen door, running through the dining room, living room, and out on the porch, around the house, in and out again with smiles of delight and squeals of glee

over the great space and freedom. Putting a child of this age in any one place does not mean that he will stay there unless it is impossible for him to get away. To avoid constant nagging or chasing the child, when mother is busy, a playpen and a fenced-in play yard are a good thing for both of them. Here he is secure and can settle down to more concentrated play for short periods of time.

Children are solving problems as they empty a basket of toys and refill it again. When a wooden animal or a spool that a child is pulling gets caught around a chair rocker, he has another opportunity to learn. He may need help in this learning because it does not pay to let him become too upset or frustrated. Give him help before he becomes discouraged or enraged, but first give him time to find his own solution. He can easily develop an attitude of being challenged by problems, or he can as easily be discouraged before he starts.

Loving and dressing her doll.

Happy and relaxed.

Sand play in the back yard.

"Peek-a-boo," which is certainly a favored game before twelve months, continues to have great appeal as the baby is walking. He can hide behind a chair now and run out with peals of laughter as he says, "Peek." Of his own volition he can make beloved adults appear and disappear.

Toys. Toys can be simple and inexpensive, for practically every home environment offers many opportunities for feeling, tasting, smelling, and other sensory appreciations. Spoons, wooden and metal; tin cans with smooth edges; a basket filled with such things as small balls, bracelets, rubber blocks, cars, animals, dolls, rattles; a string of beads; a pull toy or even a pasteboard box with a rope attached for pulling; nests of boxes; all make good play materials. When buying toys, such as wagons or trains, it is wise to purchase strong and durable ones so that they can be used over a period of time. It is important not to forget the values of play in water, in dirt and mud or sand, with sticks and stones. Remember that most of these things will be tasted as well as handled, so some hygienic precautions should be taken.

Emotional and social development. In this second year there are heights and depths in emotional reactions and they follow one another with rapidity. The quick changes in mood many times seem unreasonable to adults. A child this age wants things when he wants them, not "in a minute." It matters not that big sister is in the middle of a story or homework, if this child wants the toy outside his playpen he screams and wants it then. Given it, he may immediately drop it for one near at hand, which at the moment is more enticing. At another time he may find a toy out of his reach and ignore it. He may cry to be picked up and again cry because he is picked up. He is just as "all-over" happy at happy times as he is "all-over" angry at upset times. Babies are usually very direct and outgoing and do not carry grudges. Perhaps we could all learn something from babies!

At the seashore with a boat.

At this age a child is still very self-centered. If he could have everything for himself he would, for he has not sensed the pleasure in sharing. He is the center and circumference of his world and absorbed in his own feelings and ideas. He likes the individual attention of mother or daddy and should often have it. At this age he is doing more things and has more and more contacts with other members of the family. Even rolling a ball back and forth may be fun for a few minutes. He likes to climb on daddy's knee and climb down again. He likes to give adults his toys and then go and get them. He is gradually learning what is his and what is big brother's. He rarely respects other people's things because his curiosity and desire to touch are great. "No, no" has

"Listen to me!"

to be said sometimes, but if said too often it may mean that care has not been taken to provide surroundings where the child can play unhampered. Too many prohibitions interfere with learning. Prized possessions of adults can be kept out of reach.

Good relations with adults at an early age are the foundation on which good relations with other children are based. It is easier to be friendly with adults, for they are understanding. They give back the toy you want, they listen to you and know what you mean. Other children of the same age are treated as entrancing objects to poke and push or even embrace tightly. They are also interesting to watch. Experimentation with everything—objects, feelings, people—occupies much of this second year.

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CHAPTER 15

GROWING UP

Growing up is more than growing older. How can children be helped in this process?

SUGGESTIONS FOR DISCUSSION AND PLANNING TOGETHER

1. Plan to visit a nursery school or kindergarten in small groups after making a guide for observation.
2. Watch for imaginative play in children and report exactly what the children did and said.
3. What can adults and older brothers and sisters do to help young children develop language?
4. Make a survey of the toys on display in the stores in your neighborhood. Evaluate them according to the standards set up in this chapter.
5. Plan an exhibit of good play materials for different ages. Invite mothers in the neighborhood.
6. What is the important point of the story about Paul and the policeman? Do you know of any similar experiences which children have had?
7. Make a list of five good books for this age range. Indicate for which age each is suitable. Get your teacher and librarian to help you.
8. Outline dramatic games to help children with problems or new experiences.

LEARNING THROUGH PLAY

The healthier and the happier a child is, the more play is a major part of his life. He puts his whole self into it. Through play with other children, a child learns how important it is to get along with other people. He learns

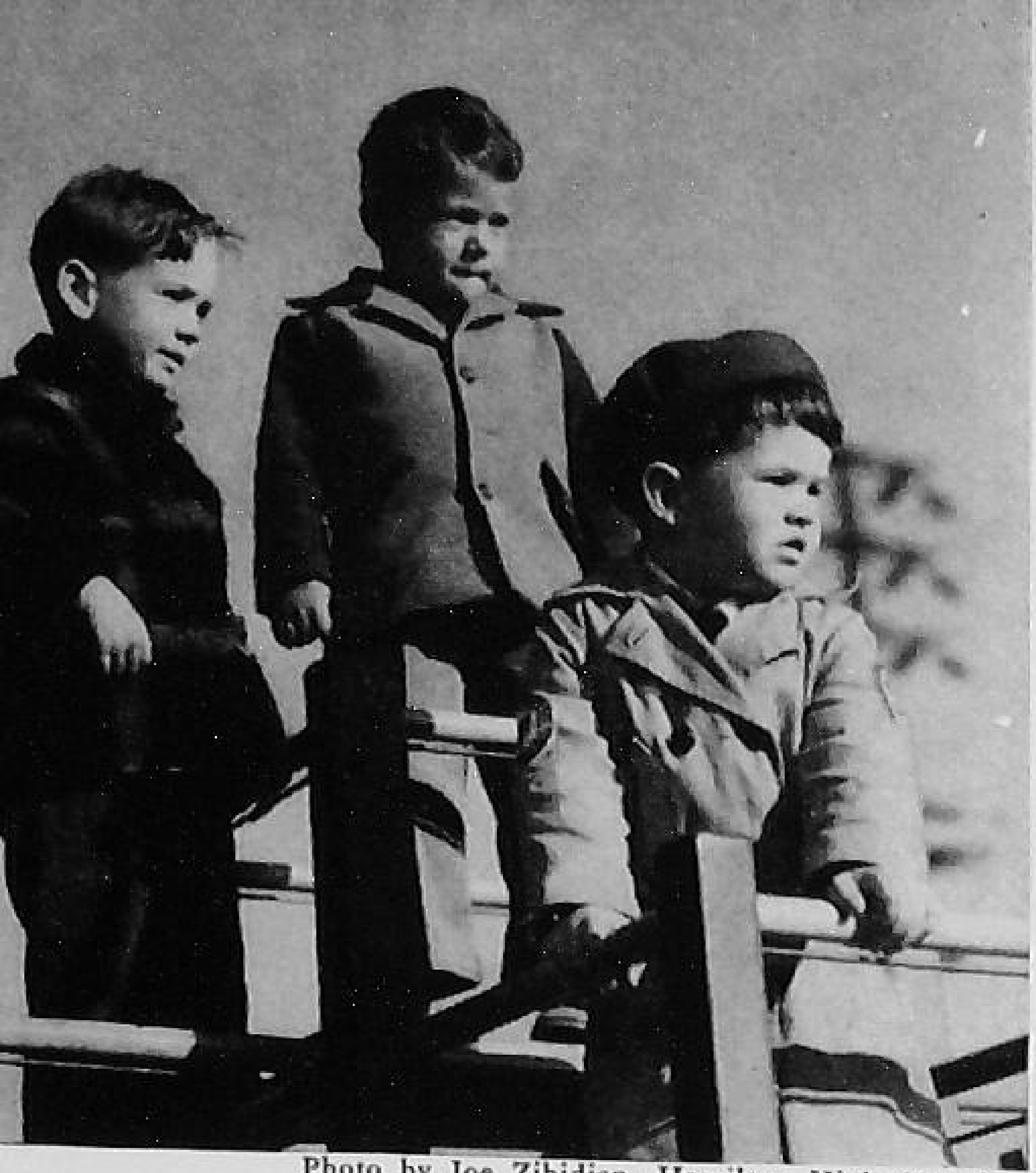


Photo by Joe Zibidian, Hamilton High School

Growing up together.

through experiencing that he has friends if he shares and co-operates. He learns that it is fun to be a leader part of the time and a follower part of the time. He has an opportunity to experience the satisfactions that come from give and take. No grownup can tell him this. He has to experience and live it.

SCHOOLS FOR LITTLE CHILDREN

More nursery schools and kindergartens have been provided in the last few years. Here children can work and play together, with equipment that best fits their needs. Skilled teachers are in charge, teachers who have studied child development and who have learned to supervise play wisely instead of interfering with it. Teachers are watching for growth all the time, watching children settle problems on their age level and showing approval of their ability to do so. They keep children from hurting each other. They help the shy child stand up for his rights and climb to heights otherwise frightening to him. They help the aggressive child to direct his energies constructively. They help each child to find his place in the group and to feel more confident as a person.

Nursery schools and kindergartens provide play space outside as well as inside, with large equipment for building big things, with wheel toys and digging toys, with blocks, puzzles, paints, clay, with a well-equipped doll corner offering opportunities for all kinds of housekeeping play. Schools, of course, need more equipment than a home, for they are providing for several children of the same age.

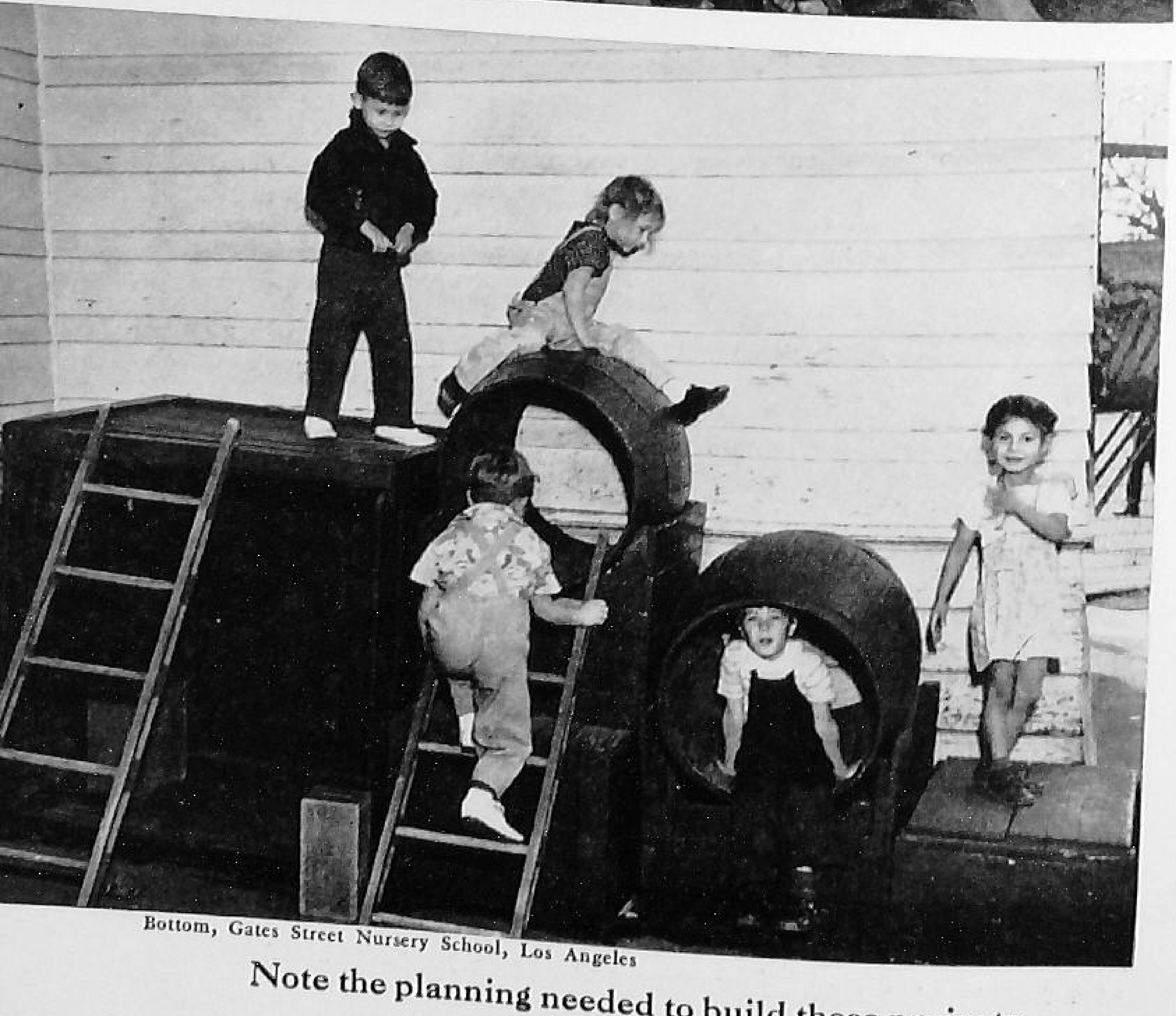
A high school boy helps the children with their garden.

Not all children of this age can be in school. Some mothers have discovered that they can co-operate and take turns supervising a small group of children in their back yards. This gives the children an opportunity to play together and also gives the mothers some free time. Sometimes families can pool their funds and buy equipment which could not be afforded otherwise.

Many times neighborhood children gather in a back yard and form their own groups. Certainly by the third birthday children should spend part of their playtime with playmates of their own age. If the family is conscious of the need, a child who has neither nursery school, kindergarten, nor playmates can be given many play experiences in the home.

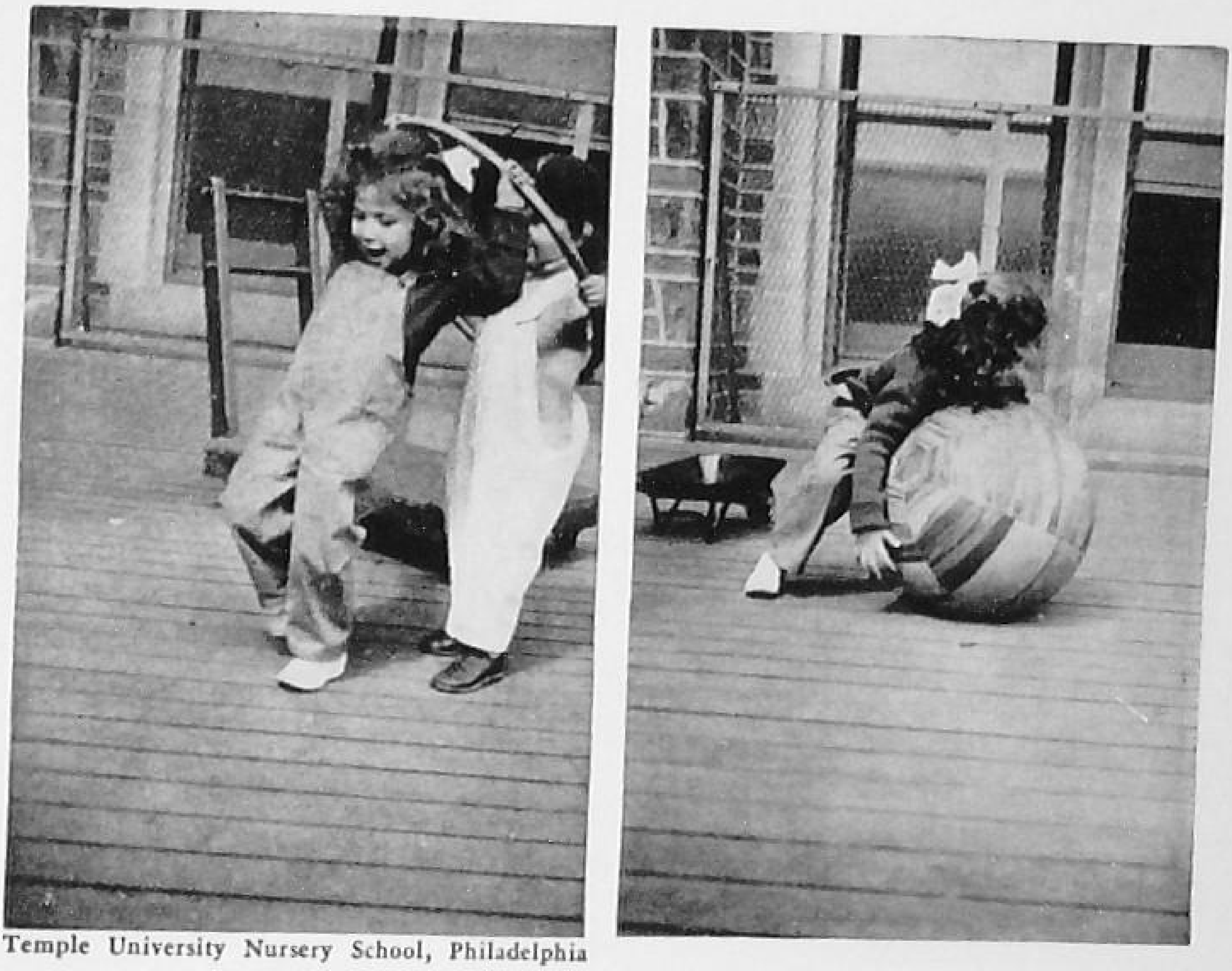
PLAY AND PLAY MATERIALS

Play materials need to be carefully chosen, for they are an important part of all learnings. Making a long-range plan for buying toys can mean a real saving in money as well as a better selection. Too many toys can be distracting.



Bottom, Gates Street Nursery School, Los Angeles

Note the planning needed to build these projects.



Temple University Nursery School, Philadelphia

Hoops and balls offer opportunity for both fun and exercise.

Selection of toys. Toys should be for play and none should be given that are too expensive or too fragile to use. They should be sturdily built. Frequent breakage of poorly constructed toys tends to develop carelessness and destructiveness. Repeated admonitions of "Be careful" take away from the real pleasure of playing.

Simple toys usually hold more challenge than the complicated ones and have more different uses. Some play materials can be used by a wide age range, and parents are wise when they buy with that in mind. For example, blocks of all sizes, packing boxes, ladders, and planks are fun during all the years before six and for several years after. They can be used for many purposes, while a wind-up pig can only run around the floor! Of course the age of the child or children for whom you are buying must be considered, for it is evident that one would not buy a tricycle much too large or a lotto game for a three-year-old.

Children like best, at first, toys with which they can imi-

Top, Oak Lane Country Day School, Temple University, Philadelphia

A jungle gym or a tree has many uses for four- and five-year-olds.

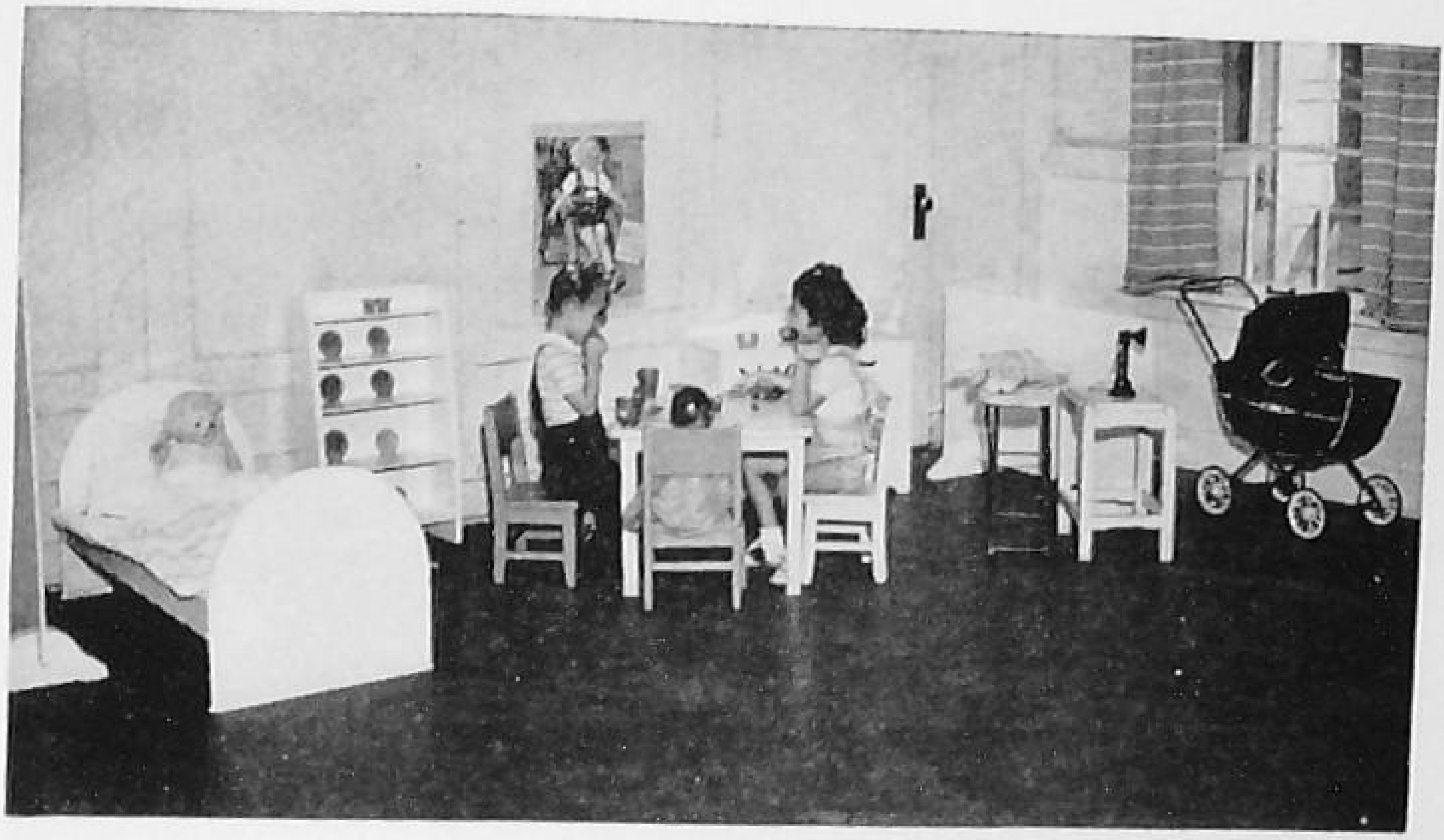
tate familiar adult activities. They all need dolls, but the city child may choose a fire engine, while a country child might choose a tractor. Much equipment can be homemade, and waste materials offer many possibilities. Mill ends from a lumber yard, wooden packing cases from the grocery or drugstore, pots and pans from the kitchen, discarded clothes for dressing up, and scraps of material for doll play can all be put to use by children.

Oak Lane Country Day School, Temple University, Philadelphia

New experiences and equipment can be stimulating.

Play materials, large and challenging. Many experiences in dramatic play may be offered by large hollow blocks or boxes, fruit or cheese boxes with the covers nailed on, boards,

Block building takes on form and balance and purpose when children are provided with many blocks of different shapes and sizes, and when they have free choice of interesting toys, like boats, engines, trucks and cars, to combine with the structures which they build.



Playing house in school.

kegs, sawhorses, swings, a jungle gym, and trees. A group of threes in a summer school built a house of these large materials and painted pictures to thumb-tack on their walls. A group of fives built a bulldozer after watching the work of a real bulldozer for several days. This kind of building requires co-operation, and the young builders then have a structure strong enough and large enough to play with, as a result. Wagons are necessary for carrying loads or "trucking," and tricycles are good fun if they can be afforded.

For younger children a walking beam can be made by elevating one end of a board which is 6 or 8 feet long by 10 or 12 inches wide. The elevation is increased as the child gains balance and confidence. Be very sure that all play equipment for climbing, walking, and swinging is smooth, strong, steady, and securely fastened. A feeling of insecurity and a fear of falling because of a weak box or an unsteady beam may make a child avoid them. A very safe seesaw can be made from a firm block of wood or sawhorse, and a plank.

Blocks. There is little danger of getting blocks too large for little children. Avoid the alphabet blocks or too many small cubes. Blocks as long as 20 inches are not too large for

Digging for things.

home use. Fractions of this same size and odd-shaped blocks are used with them. They are often called project blocks. Children can build by themselves or in groups and make steadier buildings than with small blocks. Small wooden or rubber trains, boats, cars, and miniature people and animals add interest to block play.

Much social growth, such as sharing and consideration of others, can be gained through the use of blocks. Andy, of keen intelligence, spontaneous, aggressive, and outgoing, got himself into many difficulties, and at three blamed the nearest person for everything that happened. For example, he stepped on a wasp in his bare feet and was stung. Crying and angry, he said to the nearest teacher, "You shouldn't have let that wasp sting me." At four, he had built with great pains a tall and dangerously unsteady Empire State Building out of large blocks. No one was near the building when it toppled to the floor. Annoyed, he started to hit out at other children, when a teacher near by said, "No one was near you, Andy." With tears in his eyes he said, "But their breaths did it!" At five, in kindergarten, he had made a fine structure from blocks. When his teacher admired it, he said, "See Barbara's building and Johnny's. They are fine,

too." That was growth on Andy's part, and the thoughtfulness and appreciation of others was genuinely his own. To be sure he still had many moments of thwarting, for he had many ideas far beyond his ability and skill to carry through. But he was learning to live with himself and to live with other people and to like them.

There is a time and place for mud play.

Dolls and housekeeping play. With dolls children have the best chance to relive the everyday life about them and their own daily experiences. They need dishes for cooking and eating. They need brooms and dustcloths, a bed large enough to get into, and furniture strong and sturdy enough to withstand hard use. The dolls must be durable and without fussy mechanisms that say, "Ma-ma," or that open and close eyes, because children talk for the doll and use their imaginations as they feed it and put it to sleep. The doll needs a bath, it occasionally needs spanking, it has to go to the dentist or the doctor. The details of everyday living take on deeper meaning as children relive them with their dolls. Their relations to the world and other people become clearer.

Doll play gives opportunities to work out feelings of fear, anger, or resentment, as well as aggression and affection. Children may play over and over again some pleasant or unpleasant experience. Barbara, aged four, moved from the country to the city, an experience not pleasant for any member of the family, for it meant that the father was away from home during the week and that the mother went to work for the first time. Barbara was entered in a nursery

Three-year-olds working in the snow.

school immediately. Her play for weeks was in the doll corner and centered around "moving." Each day every piece of furniture was picked up and piled in one corner, until her teacher began to think she would never do anything else.

After she was able to talk about her family moving with a teacher whom she especially liked, she ceased to play "moving" and entered into other activities. She had worked through her emotional upset until it no longer disturbed her.

Repair work.

Sand, mud, stones, sticks, water. The sandbox or sandpile should be supplied with shovels, large kitchen spoons, muffin tins, pie pans, sieves, measuring cups, and toy pails. Round pebbles or marbles buried in the sand give children the fun of finding them with their feet and picking them up with their toes. A household-furnishing department is a good place to buy sand toys. Painting them bright colors adds to their attractiveness and durability. It pays to remove toys from the sand at the end of the day. They will last longer. For young children, just to fill and to empty pails and pie tins gives satisfaction. But we find that the older child, when playing with the same sand, makes cakes with several ingredients and builds tunnels, or roads, or bridges.

Mud, dirt, sticks, stones, and water are fascinating play materials. One of their outstanding advantages is that we do not have to worry at all about waste, and a child can play with fewer restrictions. Children dearly love to play with water, and if we definitely plan to satisfy this desire, there will be fewer overflowing bathtubs. In the summer nothing can take the place of the small wading pool, brook, beach, or a hose in the back yard. In making use of streams and ponds for play, be sure that the water is not polluted.

One summer a group of three-year-olds had great fun in the back yard with water play. They had an old metal

Hammering nails is serious business at four.

wagon that leaked. This they filled with water. Johnny pulled and Stevie pushed, and there was a great splashing. David ran after them with a bucket of water to refill the leaking wagon. They were, of course, in clothes for water play and were drenched, but why not on a hot summer's day? This obviously was a job for three; there was a real need for co-operation, and they were ready for it.

Stormy days, which keep children indoors, can be made jolly if a large bath towel or a rubber apron is securely fastened around the little child who, armed with celluloid toys, aluminum measuring cups and pitchers, large corks, or anything to bob and float, mounts a chair to sail his cargo on a sea of water in the sink or washbasin. This is also a good day for little Mary or Tom to give a doll a bath, to wash doll clothes, the tiny tea set, and other play materials. As new toys come into the home, some of them can be put away for rainy days.

Manipulative toys. Manipulative toys described for the one-to-two-year-old are still enjoyed, such as a basket of choice articles and a treasure box, peg boards, and push and pull toys. A board with door fastenings and hooks mounted on it gives a two-year-old a chance to work these fastenings to his heart's content.

Woodwork under the age of five is largely manipulative and done for the enjoyment of the process, not the product.

Child Development Laboratory, Home Economics Division, Philadelphia Public Schools

Easel painting and finger painting.

Threes love to pound nails into a packing box. Fours and fives nail pieces of wood together, and fives sometimes make simple boats or airplanes. An ordinary small hammer, moderately heavy, is preferable to a toy one.

Not only are the little brother and sister interested in the indoor activities of the family, but they want to shovel and rake in the garden, sweep the porch, sprinkle the flowers, and do other things which they see their elders doing. Give them an opportunity to do so. Let them have their own tiny garden plot. Instead of toy garden tools, give the child standard tools of small size, and cut the handles the correct length. His muscles develop better through handling the heavier tools, and the tools themselves are more durable.

Balls are favorite toys at all ages. Balls of various sizes, colors, and weights are sources of fun, experience, and exercise.

Art materials. Paint and clay are materials children enjoy using. It is important to use a paint that washes out of clothes easily. Clay is better with a water base, for it can be

She took time out to paint her nails like mother's!

cleaned up with little effort. For painting, children need large brushes and paper at least 18 × 24 inches in size. This gives them a chance to make large, splashy strokes and to have more fun with color and color combinations. Don't expect their pictures and clay products to look like much to you. However, they can be worth a great deal to the child who made them, and he needs appreciation. Don't ask him to tell you what he made. Listen and you may find out. If you don't, it doesn't matter.

Art materials offer another way for children to express their ideas and feelings. During wartime they often paint war pictures. One four-year-old painted an "atomic bomb." It was a big splash of red paint on paper.

Young children like their clay wet and enjoy the messiness of it. They like to handle it, pat, squeeze, or roll it. Older children may name the rolls snakes, carrots, or candles. Finally they reproduce their ideas of boats, trains, animals at the zoo, or whatever is of interest at the moment.

Paul, aged four, was full of fears and fantasies. He had been frightened by thoughtless parents about the policeman and felt himself a bad boy. One day working with clay he suddenly said, "I drownded that policeman!" After that he stopped talking all the time about policemen. It would be fine if all "bogymen," frightening wild animals, and the like, could be as easily disposed of. We know now that the

The book corner where the children look at books by themselves.

expression of strong emotion in play, in painting, in clay, or however expressed, often relieves tension and sometimes solves the difficulty.

Books. Very young children like to turn pages and then like to name familiar objects in the pictures. Later they enjoy stories about themselves and their day's activities, thrilled with a story of "me" getting dressed, eating, playing, and going to bed, with each and every detail. Big brother or sister can make up a story that will be intriguing. For the first books, heavy cardboard pages are more easily handled than cloth.

This age likes stories about familiar activities, about animals they know, and trains if they have seen them. Stories about other children are most popular. Every child should know *The Little Family*, by Lois Lenski. They like stories that call for participation like *The Noisy Book*, by Margaret Wise Brown. *Pitter Patter*, by Dorothy Baruch, has lovely sounds and is full of the repetition they love.

Story time. *Top*, a high school cadet tells a story in the nursery school. *Bottom*, a four-year-old tells a story.

A chance to experiment with sound.

Jingles, rhymes, Mother Goose, all have their place. Folk tales are better started at four when children can chime in with the refrains. Silly-sounding words and phrases are fun at this age. At five, books with more content and imagination, like *Michael and the Steam Shovel,* by Virginia Lee Burton, are sources of delight.

We want our children to build up a love for books, and the best way to do this is to give them good literature, books that are on their level and that are really interesting to them. Then they will want to investigate more books, their curiosity will be aroused, and books will become a pleasurable part of life. Recently there has been a wealth of good children's books put on the market, and they are well worth investigating.

Books need care. They are not toys to be loaded on wagons for freight, nor should we let children tear them carelessly or bend their covers back. If the grownups show care

Music attracts a group.

and respect for books, there will be less tearing and destructiveness.

Music. Music is an integral part of a child's life. If he has been sung to as a baby, rocked, and loved, he will often sing as he plays. Do not start out deliberately to teach him a song. Sing over and over to him a song he likes. Though he may not sing with you, you will often hear him singing bits of the same songs to himself. He will like best the songs which have action, and, like his stories, they must be within his range of experiences. Simple folk tunes will always be accepted. The young child will listen to music for only a few minutes at a time. He should never be forced to listen to a tune on the piano or the phonograph, nor to a song. Let music be fun.

There are a few records with phrases from well-known and loved musical selections. Let him hear them often. His appreciation will increase with familiarity.

Singing Time and *Another Singing Time*, by Satis Coleman and Alice Thorn, are full of delightful songs and rhythms. Children love to dramatize *The Sleepy Cow Song*

or *Let's Go Walking.* Give the children as much freedom as possible for rhythms and let them create their own responses. They will have many ideas.

A high school boy mends toys for nursery school children.

Caring for toys. A low cupboard shelf, a box, a built-in shelf, or a corner of a room should be given to each child in the family for his own special toys. He should be taught to put the toys back when through playing with them. This responsibility is learned gradually. At two he helps by putting away one or two toys. As he grows older, he does more. It is important to be aware of his fatigue at the end of playtime, especially if he has had guests playing with him. The attitude toward picking up toys after using them, and a willingness and interest in it, are largely influenced by the attitudes of the grown-ups around them. The best way to teach orderliness is to be orderly, for children like to do what adults are doing. When all pick up together it is not a task to be dreaded but instead the pleasant sharing of a job. By five years he may be willing to take the responsibility for the care of his own toys.

At the same time that a child is learning to care for his own toys, he must learn to respect the toys of other children. Older children should have a place to keep their toys out of the tempting reach of the very little ones in the family. Because little fourteen-month-old Jane is so cunning is no reason for letting her invade the toys of an older brother or sister. Nor should they invade her belongings. All have their rights and these rights should be respected.

IMAGINATION

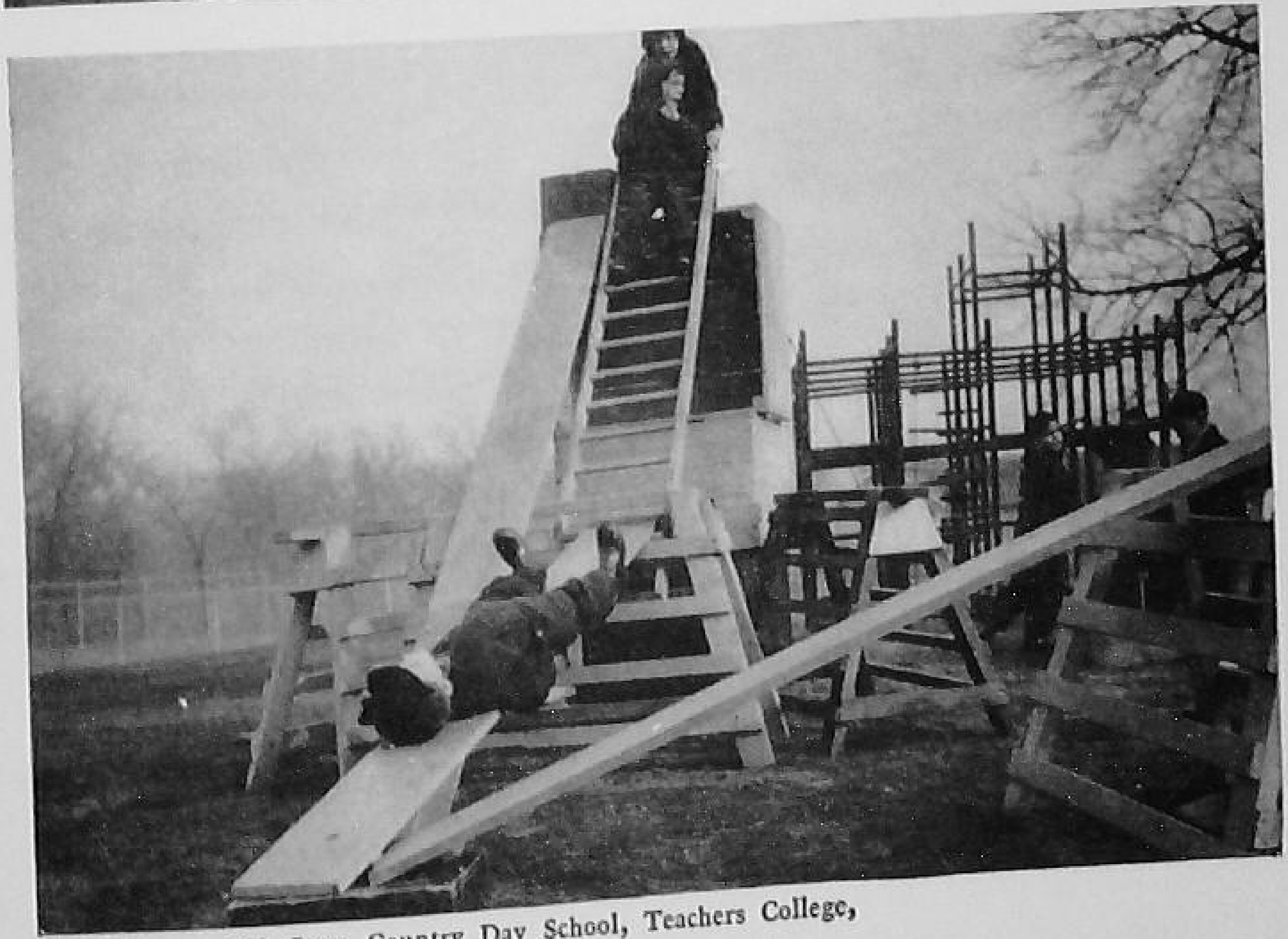
Imagination is often suppressed in early childhood through adult lack of knowledge regarding child development. The members of the family should realize that with the dawning of imagination, objects in the world take on new meanings. The clothesbasket or the orange crate from the neighborhood grocery makes a good boat or airplane. Children gayly use a shortened broom handle for a horse. They place their blocks end to end and there is a train.

Little three-year-old Frank filled a pie tin with sand, patted it smooth on top, and proudly told his mother that it was a pie. When asked what kind of pie, Frank replied promptly, "An apple pie." He knew. It was real to him.

In the nursery school the two-year-old climbs the jungle gym to try himself out and is proud of his increasing powers. The four-year-old goes up to the top of the jungle gym, pretending to be a roaring lion, and the other three-, four-, and five-year-old boys and girls come on as lions, bears, or tigers according to their fancy. They play at being mother, father, brother, or sister. At times they are policemen, icemen, or soldiers on parade.

A child may relate his imaginary experiences as real, because he cannot yet distinguish between fact and fancy or because "pretending" is such a fine game. The family need not be disturbed about this. Laugh with him and let him know that you understand he is pretending. Don, aged four, came into the nursery school one morning exclaiming: "I saw a lion when I came to school! A big lion!" Carol said, "You didn't either." "I did, too, didn't I, Miss Winters?" said Don, turning to the teacher. She smiled and said, "Yes, I saw one too. Come, I'll show you." The children went with her to the main entrance of the building. Just outside stood a large dog carved in stone. "There is my lion," said Miss Winters. Don looked at her with a grin. "That's mine, too!" he said.

Stories foster imagination. Aunty was reading a bear



Kindergarten, Oak Lane Country Day School, Teachers College, Temple University, Philadelphia

Five-year-olds find packing boxes, ladders, sawhorses, and planks a challenge to their ingenuity and a world of fun.

story to four-year-old Lindley. Apparently bored, Lindley interrupted with, "I killed forty bears yesterday." "You did? What did you do with them?" Lindley replied, "I brought them to town in a wagon." Aunty said, "And then what?" Lindley hesitated, but only for a moment, "And then I skinned them!"

Imaginary playmates. Imaginary playmates are not infrequent at this age. Sometimes the playmate is a "good" child, sometimes he is a "bad" one. Occasionally you can hear a three-year-old take two parts as he plays. Margaret, playing in the sandbox, was using two buckets and filling them with sand. She gave sugar to her imaginary companion and asked for some in return. She had her imaginary friend give it to her, and then she cried and said, "But Margaret didn't want any sugar!"

LANGUAGE

At two most children are beginning to put words together in simple phrases and two-word sentences, with inflections that can carry much meaning. Studies have shown that children at three say three times as many words as at two and that during this third year they add about 600 words to their vocabulary.

Do not talk baby talk to children. Speak distinctly if you wish them to hear and learn the correct pronunciation. Use short words they can understand. Talk to them about things in which they are interested. Do not laugh at mistakes or repeat cute sayings before them.

Children discover that words help them to get things which they desire and to bring about situations pleasing to them. Language ability differs greatly at five years. Some children are still using simple words and sentences; others converse as well as some adults. Most normal children of five or six years are not using baby talk or infantile pronunciation. Do not worry if they are slow in talking. Differences in acquiring vocabulary and good speech are due

Photo by Will Connell

A study of turtles at four and five.

to many factors. Mental ability and environment are important, and the encouragement of a willing listener is a tremendous help.

Participation in home activities, well-planned visits for the four- and five-year-old to a farm, to the firehouse, or to the station to see the trains are experiences which aid in language development. Good pictures and storybooks help.

If, however, parents believe that "children should be seen and not heard"; if they, or older brothers and sisters, make a baby of the young child to pet and to keep dependent upon them for their own emotional satisfaction, so that he has no need or desire to develop independent thinking and speech, then good speech will be delayed.

Questions. Questions are frequent and numerous and cover a multitude of subjects. Children need clear answers, without too much detail. An oft-told tale is of the child who asked what kept airplanes up in the sky. His mother said

Hunting for the baby white mice.

that his father, who worked in an airplane factory, could answer that question better than she. The child's answer was quick and to the point, "But, Mother, I don't want to know that much."

Many times a four-year-old asks an endless number of questions just to keep the attention of a busy father. Annoyance caused by this should not tempt the harried parent either to ignore questions or to demand silence! Comradeship with the child, built up by talking to him about things he can understand and by taking him for a walk now and then or on a trip to the zoo, will satisfy his natural need for daddy's attention. Questions asked at such times will have real meaning and the answers will provide rich learnings.

At this age some questions will concern physiological differences in sex. It is natural and right for children to be curious. They need to know the names of sex organs as they do the names of other parts of the body, and they should be told them.

Questions like, "Where do babies come from?" are common. Answer very simply and truthfully. You might say,

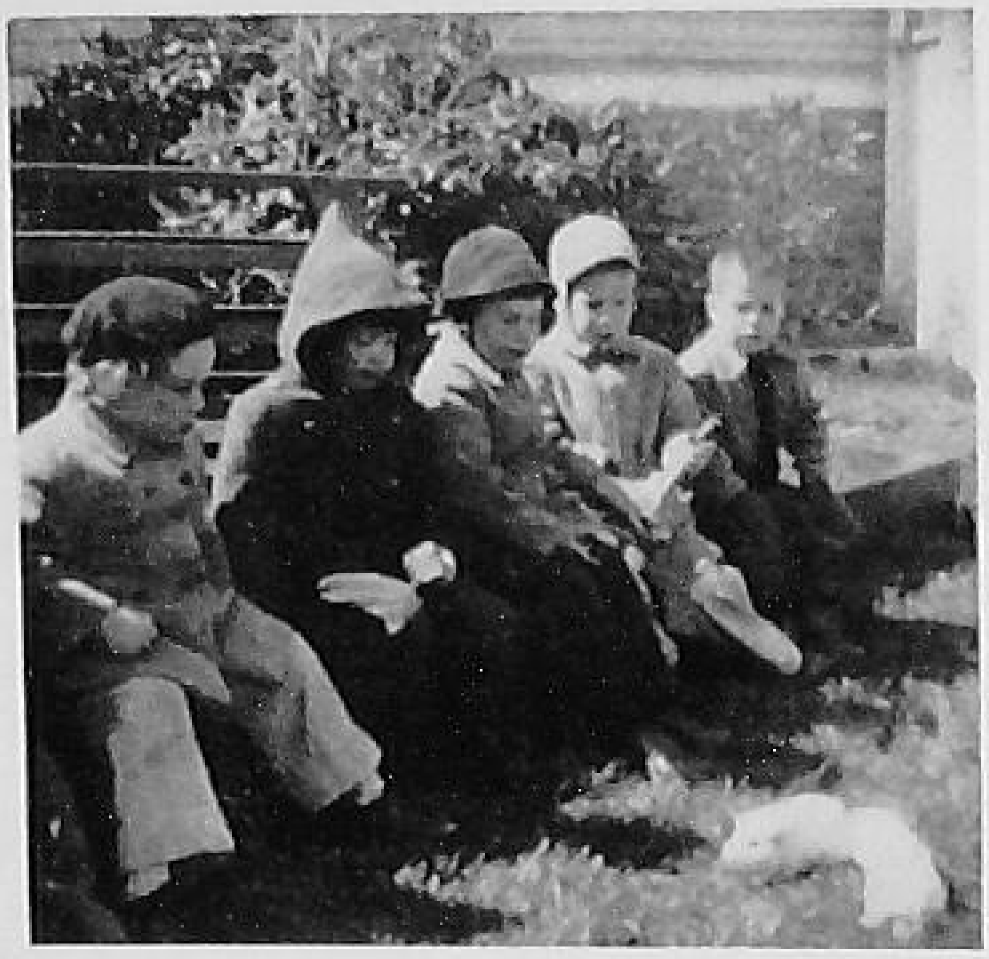
The white rat rides on the boat.

"The baby grows in a warm place inside mother's body." It is neither necessary nor wise to go into further detail. The child will come to you again when he needs to know more. He often forgets what you said and asks the same question again later. If you have not evaded his questions, but have been frank and unembarrassed, you will have his confidence. Knowledge of the facts and of the correct terms will help you to answer him without embarrassment. Helpful references on this subject will be found at the end of this chapter.

It is important that the young child develop a wholesome attitude toward sex. This is only possible if the members of his family have a wholesome attitude. This means accepting sex and all it implies as a normal part of life and not considering it taboo or an unclean thing about which one does not talk.

Silly-sounding words. At four and at five children love to play with words and enjoy nonsense rhymes. This is an important factor in the development of language and its facile use. The sillier the words sound, the better. Teddy shouts, "I found a caterpillar! He's fuzzy!" The children make a song of it. "He's fuzzy, he's wuzzy, he's duzzy!" The fours are convulsed with laughter. They like stories with repetition and obvious humor.

They like to use words that shock adults. They sometimes call us names. They have little idea of the meaning, except that the words are disapproved. Usually it is better to ignore



Keeping hands off guinea pigs is difficult.

them since scolding only emphasizes their importance. No family need worry. This is a passing phase.

SOCIAL DEVELOPMENT IN THE EARLY YEARS

There is no short cut to growing up and learning democratic living. If children are to live successful lives as adults, they must learn to like people, to stand up for their own rights, and to share with others. Many high school boys and girls, and many men and women, find themselves unable to fit into the group in which they work and live. They have not yet learned consideration of others and the give-and-take of life.

Ownership and co-operating. A child has to have a chance to enjoy his ownership of toys and to go through that stage of "all mine." He then will have his relationships clearer between "mine" and "thine." Later he will find there is also fun in sharing and co-operating. Real maturity was shown by a dainty five-year-old girl who found a toad and was watching it with absorbed delight, when her three-year-old brother came up with a stick and started to poke at it. She tried to stop him. But he flourished the stick and shouted, "He's my toad!" "He's *not*. He's his *own* toad!" replied the little girl.

"Feeling good inside." The maturity of adults, their respect for children's feelings, ideas, and rights plays an important part in children's growth. Feeling worth while and having confidence in oneself are necessary prerequisites to having confidence in others. We often call it "feeling good inside." Obviously when a child hits at everything and everybody he does not feel like a good person. Three-year-old

Gordon, who was a busy and hard worker in the nursery school and was usually co-operative, came to school one day in a bad mood and hit everyone. His teacher asked him what was wrong, and with exasperation in his tone he said, "I told my daddy to bring me to school today and he didn't." Gordon was thwarted, and he took the only way he knew to express it. How seldom do grownups know or listen for the reasons that loom so big to children. We can help them to more mature ways of behaving only if we understand and sympathize.

Growing up.

Our standards must not be too high for children, neither should we overprotect them, for neither way shows respect for the child as an individual in his own right. Sometimes children are encouraged to tattle and may say, "It was his fault. He hit me first." It is better not to emphasize who started it. The important thing is to help settle the problem in the fairest way we can, if the children cannot do it themselves.

Aggression. Much aggression is shown in children's play. It often reflects what is going on in the world about them. Now it is war play, now cops and robbers, now gangsters. Stick guns or fingers are pointed with a "Bang! Bang!" There is no harm in this. In fact there is sufficient proof that a child who can express these aggressive feelings is adjusting wholesomely.

Temper tantrums. Temper tantrums are extreme displays of anger and for the most part should cause no concern. Someone has said, "We do not punish a child learning to walk when he falls down. Why do we punish him for having a temper tantrum when this may be just part of the process of growing up emotionally?" Children resist grownups as part of their development in independence. Everyday living offers plenty of opportunities. To help children take and accept occasional thwartings, we want to be sure that we have planned a good day's routine for each child and have given him the play materials he needs and the space in which to play. Usually a child can overcome his tantrum better by himself. Sometimes a toy placed near him will help, sometimes he needs a display of affection.

Choices. A child should have frequent opportunities to make choices for himself. There are many occasions when this is possible and desirable. He can decide which suit he is going to wear, which toys he is going to take out-of-doors today, what children are to be invited to his party, or what kind of ice cream will be served. It is well to start with simple choices, this or that, not one among many. Making decisions should not be a burden. We want him to grow in independence and yet be able to accept help when he needs it.

Jealousy. Children may show signs of jealousy at any demonstration of affection on the part of their parents for each other. The understanding parents will include the young child in their expressed love for each other when it is shown in his presence. It is not only cruel, but harmful to his developing personality, to arouse a child's jealousy willfully just to see what he will do. One eighteen-month-old child was seen pounding his father's legs as the father fondly embraced the mother. He seemed to feel entirely left out and took the only way he knew to express his feelings.

If a new baby is born into the family or if any other young child receives attention from his mother or father, the child's feeling of loss and insecurity may arouse jealousy. Perhaps the older child will want a bottle like the new baby's. Let him have it. He won't want it for long.

If parents are aware of the fact that the older child may need more attention after the baby comes than he had before; if they can include him in the family as a child who can help, in contrast to the helpless baby; if they can warn guests who come to admire the baby to give the older child some attention—then he can find his place better in the family group. If he has been included in the preparation for the baby, he will have a friendlier feeling toward it and toward his parents. He can't really sense what it is to live with a helpless infant until he does it. He often expects a playmate and is disappointed.

Affection. Affection and happy play have much to do with maturing. While aggressive play demands our attention, anyone who watches children knows that by far the larger percentage of time is spent in happy play. Listen to the little girls singing while they lovingly rock their dolls or tuck them into bed. Listen to the cheerful sounds as children climb and build in the back yard or go whizzing by on their tricycles.

While anxieties, hatreds, and loves are forever present in some degree in human beings, the maturing individual gradually comes to understand and control these emotions so that he can live comfortably with his family and friends.

ADULTS' ATTITUDES TOWARD CHILDREN'S PLAY

Children like adults to be grown up. They need associations with mature adults to help them to be steadier, but we cannot take the place of children in their play, for we cannot give and take on a child's level. This does not mean complete hands off in play, for children definitely need appreciation, and many times a word here or there has real meaning and may arouse more interest. They like us to share fun and ideas with them, and there are many times for playing together in the home. Romping with daddy on the floor or having a tea party with mother may have great value.

Interruptions. There are times when play must be interrupted, for danger may be involved or necessary routines and the daily schedule demand it. If possible, give a warning a few minutes ahead. It is helpful and usually brings compliance with the request.

If a little child is constantly interrupted in his play for one thing or another, the intense purposefulness with which he plays may be lost. Never being allowed to continue at his play long enough to carry out his ideas tends to make him irritable and less inclined to want to finish what he starts. Do not constantly suggest that he change his original ideas to follow some bright thought of yours. Maybe the block structure will be more symmetrical your way, but the three-year-old is more interested in making the block pile his way. The value of play to him is having ideas of his own and having time and freedom to work them out.

Little Jimmy, aged two years, was absorbed with a newly found pencil. Scribble, scribble he went over books and wallpaper! Jimmy was provided with large sheets of paper and told that pencils are used on paper and that these papers and this pencil were his. To want to scribble with a pencil is a natural desire, and the desire should be gratified with proper materials. Otherwise, every time he sees a pencil he will have a tendency to scribble on anything that is at hand.

A group of five-year-olds had built a train and were very busily engrossed in their dramatic play. A teacher near by, thinking she would supplement the play, went up to them with tickets and offered them to each. John said, "Conductors don't need tickets." Rebuffed, she later asked for a ride. John said, "This is a freight train." "But I'll ride in the caboose," she said. An answer was forthcoming, "There is no caboose on this train." When to try to supplement play and when to offer suggestions (and there are times for both) take real sensitivity and appreciation.

Authority. There are times to say no and to stick to it. Feeling strength and firmness in the adult helps children to be secure. To have real freedom they need to have some

limitations set. For example, we do not let them hurt the baby or throw paint on the walls, but we do let them play with their dolls as they wish and paint what they wish on their big sheets of paper. We try to give them as much freedom as they are able to manage.

The danger in punishment lies more in the possibility that a child may feel we do not love him than in the punishment itself. Parents are always asking about spanking. One authority gives this maxim to go by: "Decide you will never spank and then you won't spank too often." Do not put a child in his room alone for punishment. He may dwell on his faults and misdemeanors or even learn to hate his room. That can be more devastating than spanking.

If punishment must be administered it should be immediate. A child's memory is short, and a promise of punishment when father comes home or when mother gets time will defeat its own purpose, as the child may have forgotten all about the reason for being punished by that time. Some parents continually threaten a child without taking action. This is a bad practice. If it is done repeatedly, the child will doubt the word of the adult and finally cease to respect or obey him. If there is to be punishment, it should be of such a nature that the child can see the connection between the offense and the punishment. For example, a child should not be put to bed supperless for picking his mother's prize flowers. This situation calls for teaching. Invite him to help pick the flowers, teach him which ones to pick and how to do it. Continue to interest him in caring for the flowers by teaching him how to water and how to weed them.

Children attempt to satisfy their curiosity by pulling things to pieces. They learn by actual touch, as well as by vision and hearing. They should not be allowed to damage property ruthlessly; neither should they be constantly told, "Don't touch." Hortense, at four, had received many admonitions of, "No, no," and, "Mustn't touch it." One day she pulled over a goldfish bowl, broke the bowl, and the three goldfish were sprawled upon the floor. Hortense

shouted with glee, "Guess I *killed* old 'Mustn't touch it' that time!"

Approval and praise. Children need approval and praise and older members of the family should be aware of it. In a summer-school group, Michael, aged two and a half, engaged in the most devastating behavior. He hit, he scratched, he bit, he hoarded toys, he pulled hair. He had a strained, worried expression. His mother and teacher talked over his behavior, and they agreed to praise him whenever possible. The next morning his mother came down the hall, holding her finger up to illustrate a tiny bit, and said, "We found the tiniest thing to praise Michael for, and we praised and praised and it worked!" It almost seemed like a miracle, for by the end of six weeks, Michael was smiling and actually having fun with other children.

It is important not to label a child as bad but to think of the behavior as unacceptable. The child is merely reacting to his environment as he sees it and feels it. Let him be sure that you always love him although you sometimes dislike what he does.

Sharing in family activities. Not only is our child from two to six years interested in imitating adults, but this child wants to help mother, daddy, and big brother and sister with their jobs. "Run along and play, mother is too busy cleaning." "Sister must hurry and mix this cake, she can't stop to let you help her." "Step out of daddy's way, sonny boy, I'm mailing this box so brother will have it at Thanksgiving." All of these replies may be patiently and lovingly made, but, instead of giving this young member of the family the satisfaction of helping and contributing, such replies and attitudes are apt to crush the desire to help, to learn, and to do.

Mother can supply a dustcloth and set little Mary to work. A four-year-old can beat the eggs and hand some of the equipment and ingredients to big sister. When the cake mixture is ready for the pans, a small amount can be given to the child to put in a tiny pan and to bake in the oven. And

why can't sonny hand daddy the nails, or hammer a nail in the box, and thus send some of his love to the big brother.

"Play-acting" is fun and learning. We all know that we learn more quickly and remember longer if we can actually do something rather than read or be told about it. "The play's the thing," said Shakespeare. In recent years psychodrama has been developed as a teaching method. A problem or theme is set and the persons involved assume roles and enact the parts as their understandings and feelings allow.

Rosemary Lippitt has published a brief pamphlet entitled "Psychodrama in the Home" which gives priceless descriptions of ten different psychodramas which a mother used with her two children, a boy of five and a girl of two. The games were designed to help them understand and manage social situations (as, meeting guests, sharing toys, etc.), to overcome fears and emotional blockings, to handle pets well, and other learnings important in growing up.

One of the psychodramas which Mrs. Lippitt relates has to do with preparing children for an airplane trip so that no fear would develop. Mother and children enacted the whole event. They pretended to phone for their reservations, ate a good breakfast together, drove to the airport, saw and talked about the plane, walked up the steps into it, got seated and fastened their safety belts "in case the plane jumps around a bit," and talked about different sounds the motors made down the runway and during the take-off,—all in dramatic play.

The variations in problems to be dramatized are endless and the use of the technique can richly repay the time and thought involved. Each must be well planned in advance in order to bring out the important incidents and care must be taken to make sure that the little play becomes a game and not a sermon obviously directed at the child in order to correct undesirable behavior. Nor should the mother or teacher attempt to be an amateur psychiatrist, using the game for diagnosis, or treatment of an emotional disorder which she may not understand or be equipped to handle.

Like painting and other creative art experiences, psychodrama, sociodrama, and dramatic play provide effective and healthy ways in which children can lessen or rid themselves of fear, aggressiveness, anger, and other deep emotions. See pages 187 to 208.

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PART 4

CHAPTER 16

PHYSICAL DEVELOPMENT FROM SIX TO TWELVE

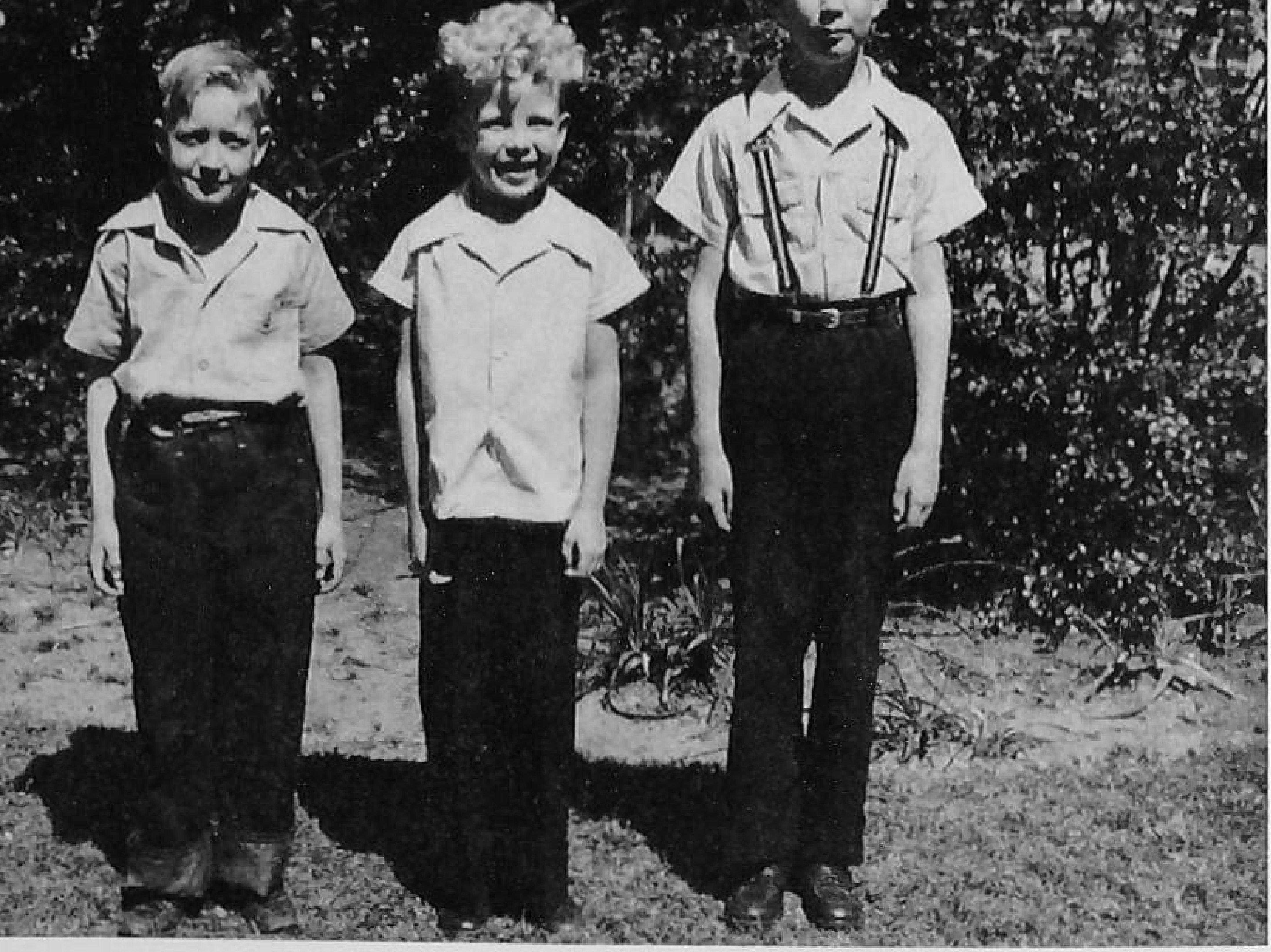
What characteristics of physical growth in this period are different from those found in children from two to six?

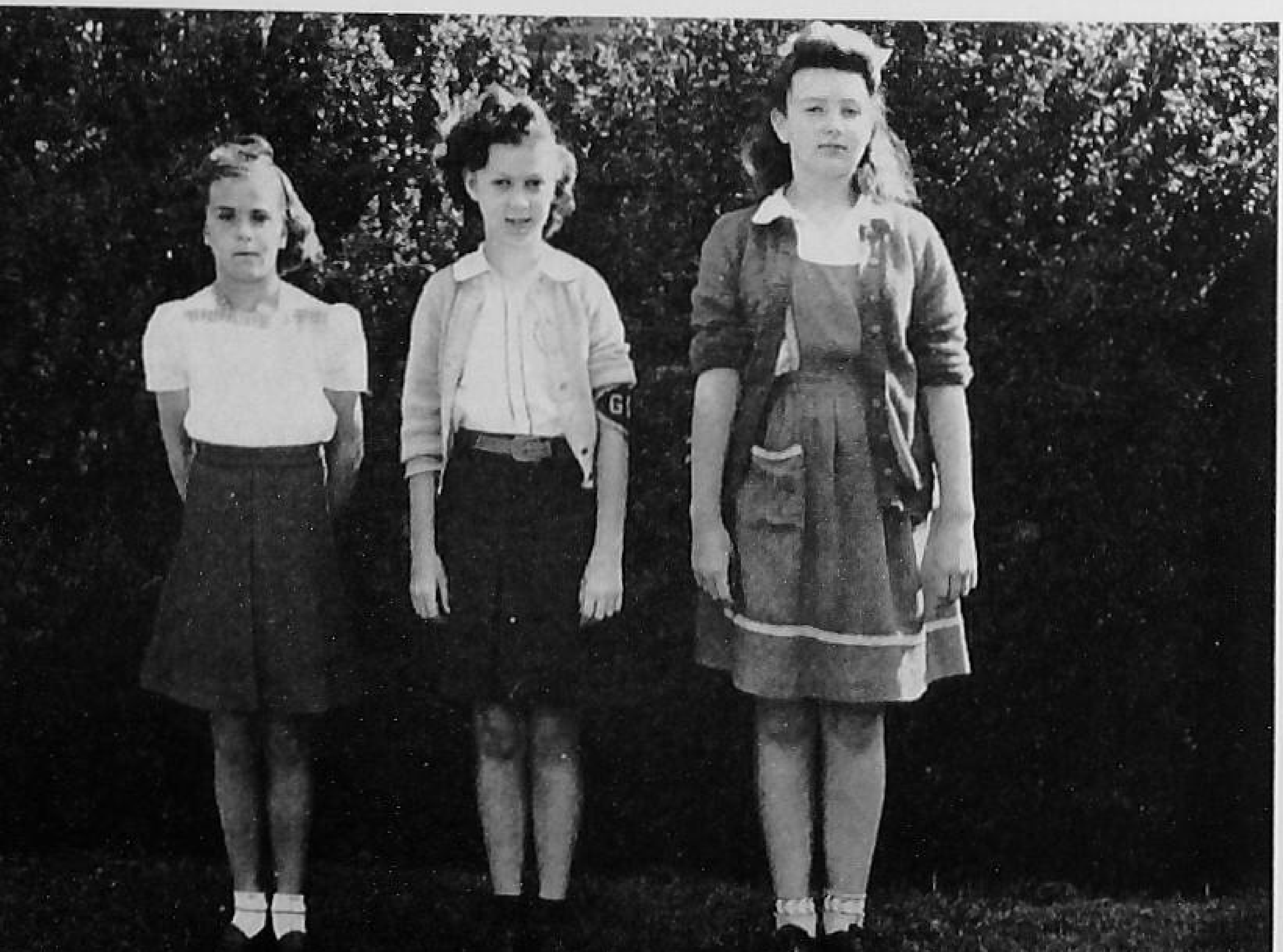
SUGGESTIONS FOR DISCUSSION AND PLANNING TOGETHER

1. Make a height and weight chart. Record the measurements and weights, once each month, for some child from six to twelve in your family or neighborhood. Compare findings for several months.
2. If there is a clinic in your town, plan for a visit there, and observe how children are examined.
3. Find and report to class examples of mind and body working as a unit, that is, both being affected when either is.
4. Keep a record of your own sleep for a week, recording (1) time of going to bed, (2) time of getting up, (3) total time actually asleep.
5. See what and how many practical suggestions you can draw from the Susan Isaacs' story which can be applied in any family.

BODY AND MIND WORK AS A UNIT

It is difficult to write of physical growth apart from mental and emotional development, for they are not really separable. Each human individual is a complex organism, whose body, mind, and feelings develop together, act together, change together—constantly reacting as a unit to





The three seven-year-olds (*top*) are the same age, but quite different in maturity. (*Bottom*) The shortest eleven-year-old is a little girl; the tallest, a young woman.

any stimulus from the world outside his body or from within it.

Physical growth. What do we need to know about the physical growth of children from six to twelve? Not the mass of detail which research has now assembled, but enough to enable us to understand the changes which are taking place in children of these ages and their health needs in these important years.

Height and weight. Averages in height and weight mean little or nothing at this or any other age for most children. What does matter is that the child should be making fairly continuous gains. How tall he "ought to be" and how much "he should weigh" depend upon so many different things (as environmental influences and inherited body build) that comparing a child's measurements with the averages given in age-weight tables may be useless or actually misleading.

But measuring height and weight at least twice a year is valuable, for we must know whether children are making continuous gains and do something about it if they fail to gain for an extended time.

An incident told by a competent Chicago physician illustrates this point. A mother brought her eight-year-old boy for examination. The doctor made a routine checkup and then said smilingly to reassure the mother, "It looks to me as though you are wasting my time and yours! I don't find anything wrong with this boy." "But there *must* be," the mother replied. "I weigh and measure him regularly, and he hasn't gained a speck in six months!" "Then," said the doctor, "I really went to work. Tests revealed a low-grade kidney infection which took nearly a year to clear up. The damage might have been serious if that mother hadn't been on the job."

Children grow at different rates, faster at some periods than at others. There is usually, for example, more rapid growth shortly before adolescence begins, around the eighth or ninth year in girls, when they begin to seem all legs. This growth spurt occurs a year or more later in boys. These dif-

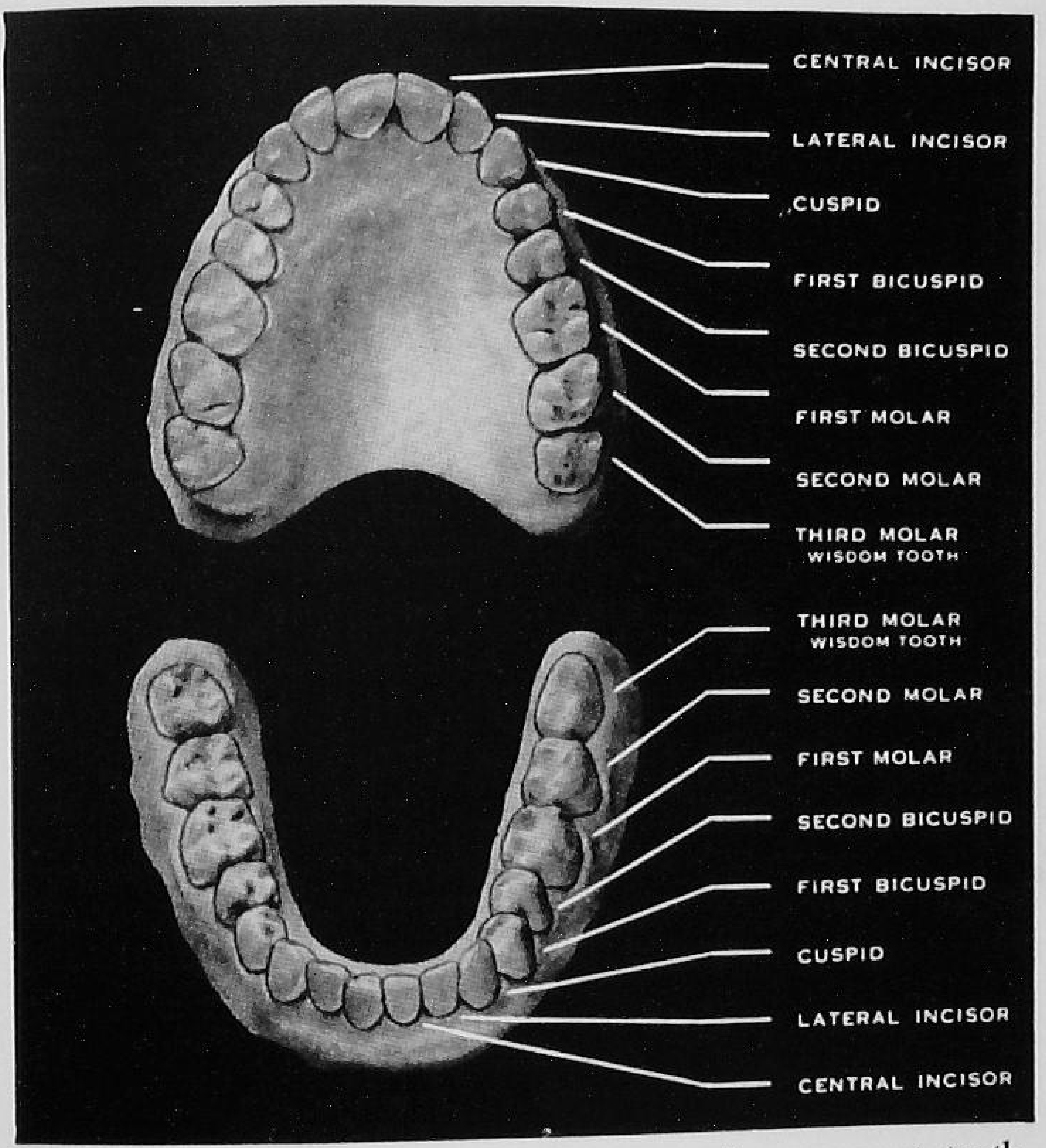
His toothless grin is part of his charm.

ferences in the physical maturity of boys and girls of the same age, as well as the differences in individual children of the same sex, have important bearings on their feelings and social development. This is discussed in Chapter 18 and under sex differences in this chapter.

Six years old. The sixth year brings many changes in the child's body, some of them hidden from us in the mysterious body chemistry but probably responsible for the fact that children of this age are very susceptible to colds, nose and throat troubles, and infectious diseases. Other changes are conspicuous and dramatic, like the loss of the first teeth and the cutting of the first molars.

The six-year-old will be a lively, active, and happy child if we keep him well nourished, sufficiently rested, and properly safeguarded from illness. In Chapter 10 is found a discussion of the immunizations he should have received to guard him against the infectious diseases, any one of which should be avoided.

Teeth. Beginning at six, children are gradually losing their first teeth, and their toothless grins are part of their charm. The first molars, upper and lower, are cut between years five and eight. The front teeth (incisors) are replaced between six and ten. The next (cuspids) come in between nine and fourteen. Then come the bicuspids and the second and third molars. Sometime between sixteen and twenty-



A diagram showing the complete set of permanent teeth.

two, we have our full set of 32 permanent teeth—permanent if they have had a good start and if we give them good care and eat proper food!

Sleep and rest. It is hardly possible to overestimate the importance of sufficient sleep for growing children. Sleep is linked with nutrition, and children who are malnourished (and a third of our children are) need more rest than do others. The thing gets into a vicious circle, for the overtired child may lose appetite and become finicky about his food, often refusing the vegetables which his body so greatly needs.

A safe program will provide at least 12 hours of sleep

for the six- and seven-year-old, 11 hours for the eight- and nine-year old, and 10 to 11 hours for the ten-year-old and throughout adolescence.

Young children and nervous, high-strung older ones need a rest period of a half-hour or hour sometime during the day. Much irritating behavior, which overtired children are almost sure to exhibit, can be avoided if children are given a daytime stretch-out, whether or not they sleep. Many modern schools, as well as homes, cure or greatly lessen behavior difficulties by providing rest periods for growing children.

Good posture. Good posture is dependent on a rested, well-fed body, and the child who has insufficient sleep will not develop such a body. Beds should be long enough, mattresses firm, and covers sufficient but not too warm or too heavy.

There are important psychological causes of poor posture. Rapid growth and unusual height will make some individuals try to appear less tall by stooping; illness or continued fatigue will cause a degree of slumping; discouragement and lack of self-confidence play an important part in posture defects. Boys and girls who feel secure and sure of themselves show it in the way they walk and the way they sit. Parents should refrain from nagging about round shoulders and concentrate on finding the cause of the posture difficulty. Remediable defects should be corrected, and the boy or girl should be helped to increased confidence and happiness.

Schools can help by seeing to it that each child has a seat of the right height and build and by conducting a good physical education and recreational program, with special classes for those students who need posture correction. Teachers as well as parents can help develop the self-respect which is essential for good posture.

Food. Appetites are normally good, or even ravenous, during these years of rapid growth. Good food, plenty of it, and the right kind are particularly important. A snack, such as milk or an apple, should be provided for the child arriv-

Learning to select the right kind of lunch.

ing home from school hungry. Practically everything which we have said about the kinds of food needed by the runabout child applies equally well to the nutritional needs of children from six to twelve. It is the amount that differs. See Chapter 13, pages 162 and 168 for discussion and sample menus.

Play. "Play! Play! Play!" an irritated adult exclaimed. "Must you play *all* the time?" Children of this age live for play and grow through it. Both mind and body need what play provides. Older brothers and sisters, indeed the whole family, can and should play with children, and, if they do so, they can with good planning make many household and garden tasks take on play aspects which make them fun.

Six-to-eight-year-olds need wagons, balls, swings, boxes, boards, hammer and nails, and roller skates. They may be outgrowing tricycles and demand bicycles. As they grow older, they will want ice skates, baseball bats, a basketball setup, and footballs. If the yard is big enough, a croquet set

is fun for the whole family. Table tennis or ping-pong is a source of endless pleasure.

We have listed here some of the things which are especially conducive to healthy physical growth and co-ordination. The next chapters will have suggestions for play and equipment which help minds to grow, imagination to expand, and feelings and appreciations to mature.

Psychological influences. It may come as a surprise to many people to learn that the child's feelings may have a definite effect upon his physical growth. We should have suspected it all along, for we know that children often refuse their food when they are angry, fearful, or deeply unhappy. But now we know that unhappiness can cause a falling-off in the weight of a normal, healthy child.

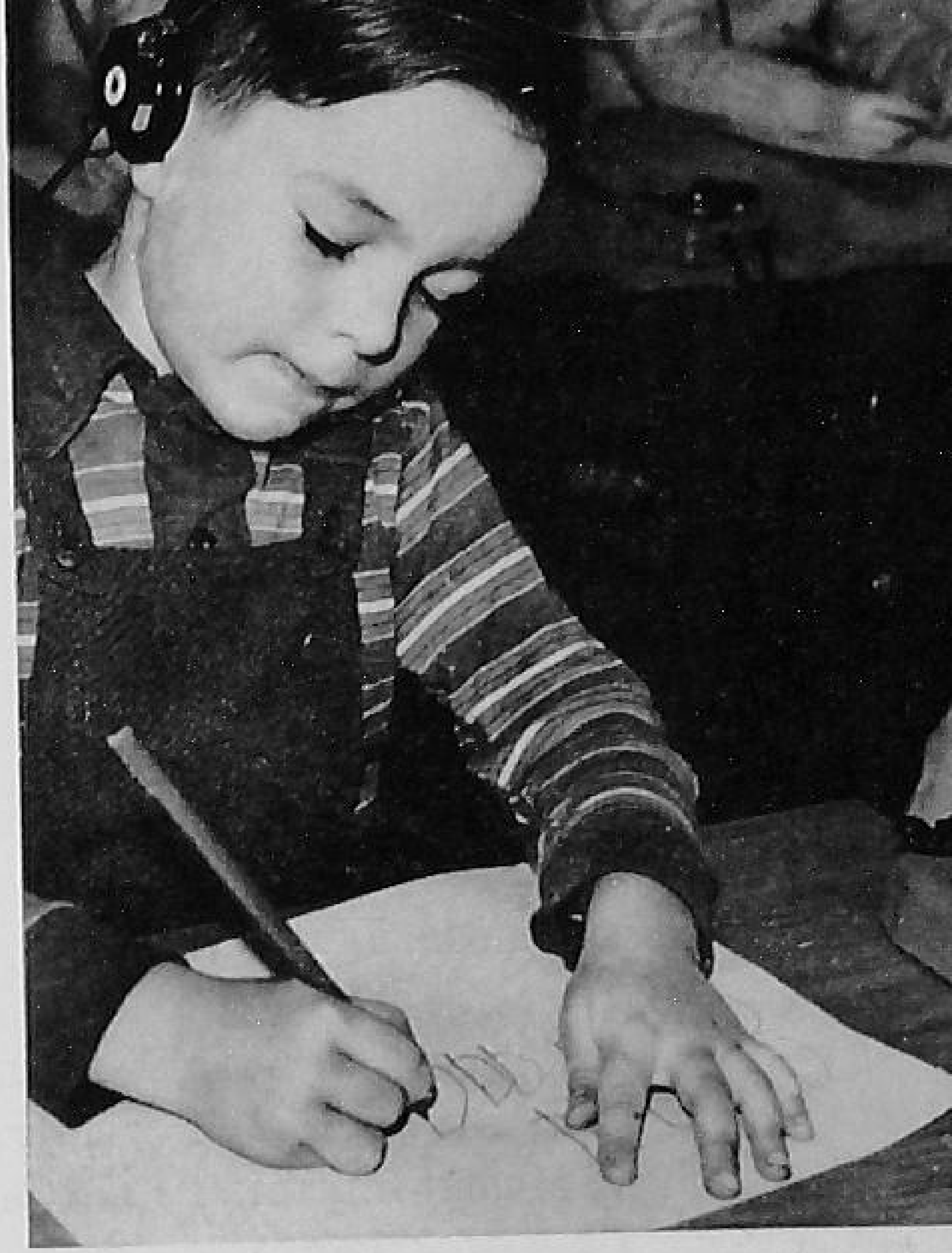
Susan Isaacs relates her experience with a child whose parents brought another little girl into the home to be a companion to their only child. For several weeks all went well. The little girl accepted the newcomer as a guest and played with her happily. The time came, however, when she apparently realized that the other child was not a temporary guest. Here was an intruder who might claim some of the attention and admiration which had formerly been hers alone! She became wretched, had temper tantrums, and her weight chart, which had shown normal gains up to this time, now registered losses of weight for several weeks. Then, as her jealousy subsided, her weight began to increase slowly. She finally accepted the new situation, and her weight showed normal gains.

Movies. Literally millions of our children attend movies every week. Over 20 per cent of the children past eight years of age go to the movies twice a week or oftener. Research has shown that frequent movie attendance increases nervousness in children. This is evidenced in nail biting, tics (jerking of facial or other muscles), loss of sleep, night terrors, loss of weight.

Physical growth is of course affected when these things occur. Play in the open air is certainly more wholesome than

spending long hours in stuffy, darkened theaters, watching scenes which are frequently too exciting and sometimes even coarse and brutal.

This does not mean that all movies are bad for children. Many are good, and some are excellent. It means that care should be taken that good ones are selected and that attendance should be limited, probably to one each week. *The Parents' Magazine* furnishes lists of movies suitable for children and for adolescents.



Taking a hearing test.

See Chapter 17 of this book for further discussion of the movies.

Sex differences in growth. Girls, though usually shorter than boys at birth, grow more rapidly than boys in later childhood and for several years are as a rule taller and heavier than boys the same age. Boys enter the puberty cycle (a time of sexual maturing) at about eleven and a half, while for girls this cycle may begin as early as ten. Boys often need to be assured that they will finally overtake and exceed their girl classmates in height.

Physical checkups. Frequent examinations are indicated for all children. We must know that they are making expected gains in growth and that there are no defects which we can and should have remedied. Prevention is so much easier and better than a struggle to cure a defect after it has taken its toll on the health and well-being of growing children. Crooked or badly placed teeth should not be allowed to deform mouth and jaws; adenoids, which can deform the whole lower face, should be removed; eyes which need treat-

ment or glasses should not be neglected. Children dislike wearing glasses, and so do all of us. But neither vanity nor troublesomeness, irritation nor expense, should keep us from safeguarding our most precious sense—our vision.

Much school failure, both in books and in social adjustment, can be charged to neglect of health checkups and failure to have remediable defects remedied. Every child should have a physical examination at least once each year.

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CHAPTER 17

MENTAL DEVELOPMENT FROM SIX TO TWELVE

What conditions and activities help children's minds to develop to their highest possibilities?

SUGGESTIONS FOR DISCUSSION AND PLANNING TOGETHER

1. Observe a child in this age group, for several days if possible, and make notes on the things he does which display intelligence, planning, or judgment. Describe just what he did.
2. Give instances of help which any older member of a family gave to a child who was discouraged over a problem.
3. How can one distinguish tall tales which are harmless from boasting or lying which should be corrected?
4. Name any book which you have read which "stretches the mind."
5. What movies seem to you not only good entertainment but also full of good information?
6. Plan a good program of radio listening for a younger brother or sister.

INDIVIDUAL DIFFERENCES

Minds, like bodies, grow at different rates. We do not conclude that seven-year-old Jim is duller than seven-year-old John when we find him unable to read as well as John can. He may be merely maturing more slowly, and he may really exceed John in some abilities which we have not noticed.

Getting specimens of sea life.

Intelligence is the ability to meet a new situation adequately for one's age and opportunities, to figure out what to do without having to be told by someone else. It is made up of a number of abilities. One of the most adequate tests of the intelligence of school children measures these six factors: (1) verbal comprehension, (2) word fluency, (3) space perception, (4) memory, (5) reasoning, and (6) number. These abilities can be measured quite accurately in children from the age of six on to adult maturity.

Fatigue and mental development. Tired children are poor learners. Fatigue narrows their attention span and often makes them irritable and unco-operative. In a study of the effects of malnutrition on the minds of European children after World War I, Blanton found that the results of insufficient food were restlessness, inability to concentrate, poor attention, slower comprehension, poorer memories. Adequate nutrition has been found to be so necessary for

Using a drill press to make games.

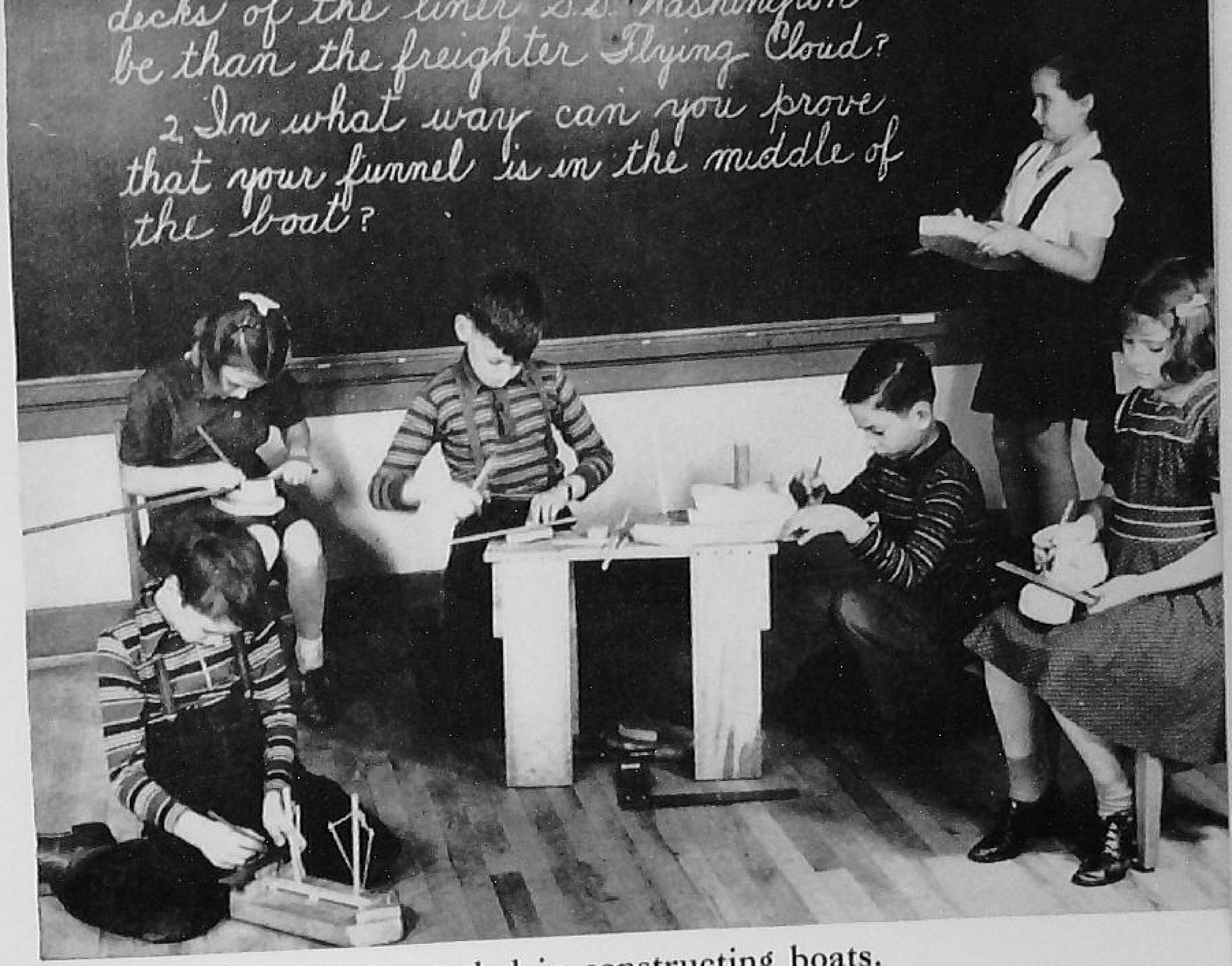
both physical and mental development that our government has passed special legislation setting up funds to help school districts to provide school luncheons for children. Even children from well-to-do homes are often found to need additional food at school. Some schools are providing also a "nutrition period" in midmorning when milk, fruit juices or fruit, and crackers, cookies, or sandwiches are available for all children.

Good mental development is best insured if children are required to go to bed early and sleep long hours. This is not easy in many families. In crowded homes it is especially difficult. It is difficult if the father or mother must leave early for work. It is difficult to keep energetic, lively children from playing too long. "*I'm* not tired," they tell us. But no trouble should be too much. The entire family should help in the planning which will send a well-rested child to school, with a good warm breakfast tucked inside.

The nutrition committee serves and checks the midmorning milk.

Memory. The ability to memorize easily is often mistaken for intelligence. But while memory is necessary for learning, one may have a good memory with poor reasoning ability and turn out to be a much less competent person than one's parents predicted when one glibly recited nursery rhymes at four and long poems at seven. We know a feeble-minded boy who invariably asked the birthdates of everyone whom he met and remembered them accurately for years.

There are a few things which if memorized make living easier. The multiplication table is one and spelling is another. Original spelling is not encouraged! But even memorization can have meaning and a purpose. To try to memorize a paragraph verbatim about history or geography is not to show intelligence. The intelligent thing is to master its meaning, try to understand it in relation to your own experiences, and to tell it in your own words.



Arithmetic is needed in constructing boats.

Things which are full of interest and meaning are most easily learned. If you wish to help your young brother to understand his work in social studies and to remember important facts, make it interesting to him. The two of you, for example, might go into your neighborhood, be it country or city, and study geography. Signs of erosion, types of rock formation, soil, drainage, and many other factors can be studied firsthand. How these factors influence us and the lives of those around us can become more easily understood. This is information worth remembering and understanding, and serves as a real purpose in itself as well as a basis for further learnings.

If it is "place geography" which he must master, say the countries of South America, take a trip there with him in imagination, discussing what you find of interest in each place—how the country looks, how the people live, interesting facts about it—and you will help him to remember. You

Observing an ant colony.

may even stimulate an interest which will lead to his doing some original investigation and going far beyond the assigned "lesson." This is real learning.

The need for pleasant feelings to be aroused if things are to be learned quickly and retained in memory explains why modern schools make use of varied experiences, such as trips, films, experiments, pictures, dramatizations, and stories which have rich meanings and help to make more concrete and understandable all abstract learnings.

Movies and memory. The importance of interest in learning and remembering has been clearly shown in research on what children recall after seeing a movie. Their interest is high and their emotions are deeply stirred. Children of eight and nine were found to remember 69 per cent as much as do adults; children of eleven and twelve, 75 per cent; adolescents of fifteen and sixteen, 91 per cent.

In Chapter 16 we discussed the effect of movie-going on

Children using vegetables and berries to make dyes as a part of their study of pioneer life.

the physical growth of children. You will remember that poorly selected movies increase nervousness and can affect badly both physical growth and mental reactions.

Well-selected movies can, however, contribute to fine learnings. Good movies that are filmed well, honestly, and without sensational overtones can help children and all of us to be kinder, braver, and more honest. We remember better and longer those lessons which come to us with vivid pictures which stir our feelings.

Interests. Up to age six there is little difference in the interests of boys and girls unless adults provide different kinds of toys and games and suggest or encourage a separation of their activities into boys' play and girls' play.

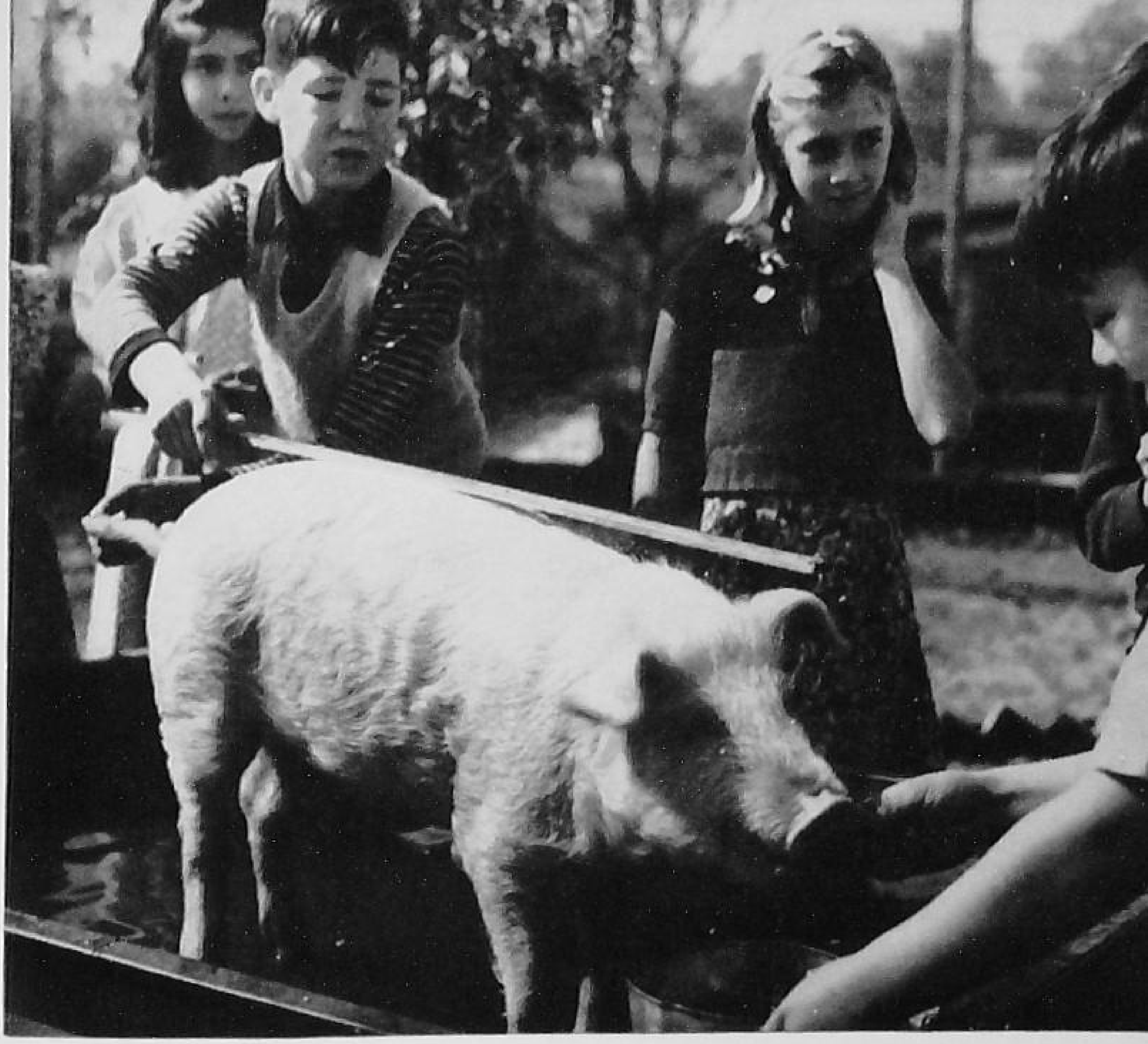
In our culture, girls from ten to twelve seem more interested in jumping rope, playing with dolls, dressing up in long clothes for "calling" or "playing party," than in scuffling,

playing ball, and the active sports which occupy their brothers. Both sexes have a common interest in many things, like skating, swimming, tennis, and the like. Boys are now interested in experimenting with chemistry sets; in inventing homemade telephone communications; in building dams in small streams; in fishing and hunting. Some girls like these things, too, but they are rarely encouraged to do them.

Reading interests. All children between eight and ten like stories about magic, about animals, about children, and especially about children of other lands. After ten or a little earlier, the tastes of boys and girls tend to diverge. Boys now want adventure stories—pirates, cowboys, explorers, space ships. Superman now comes to have a fascination which few adults can understand. Girls, on the contrary, prefer stories about other girls, especially nearly grown ones, and tales which have a love interest. They are developing toward womanhood about a year and a half ahead of the boys' approach to manhood.

Comics. What about those much-discussed comics? Are they good, bad, or indifferent? The answer is, as with the movies, and with radio and television programs, there are good ones and bad ones. If children really read one comic book each month, a study has shown that they have read as many and as varied words as they would find in the whole of a modern fourth or fifth grade reader. Most children get several of these comics each month. But do they *read* them?

Some investigators believe that the comics furnish children with the thrills denied them in our safe, civilized life—thrills craved and needed by imaginative, growing minds. No one will deny that some comics are sensational and low in cultural and ethical standards. Some of them present false and harmful ideas of other peoples and other groups. Others are certainly harmless and some are definitely good. If we are inventive and unselfish enough to work on it, we can help children to so fill their days with good play, good reading, good radio and television programs, and good movies now and then, that we won't have to worry about the comics.



How much has he grown?

Reasoning and judgment. Reasoning is applying what one knows in order to solve a problem. It begins in very early childhood. Susan, at two, gaily ran to her aunt, who was serving coffee in the living room, and held up a tiny cup to be filled. When, to her obvious surprise, her aunt pretended to start filling it, the child gravely set her cup down on the rug and then looked up eagerly to see if Aunty would really pour coffee into it. She knew that that coffee was steaming hot, and she didn't propose to risk getting burned. This was amazing reasoning for Miss Two!

As children grow older they acquire more and more ability to put together things which their experiences have taught them and draw conclusions which will help them solve the problems which they meet every day. Children between six and twelve often reason as well as do adults, though not many will be able to explain their reasoning in words as well as can adults.

Los Angeles City Schools

Co-operative planning and painting on a mural.

One of our greatest mistakes in dealing with children of this age, or indeed of any age, is failing to trust in their ability to think things out for themselves. We help them too soon and cheat them of the chance to stretch their minds and use what they have already learned. Both at school and at home, opportunities for using his own judgment and reasoning powers should be given to every child. An older brother or sister can be a great help to a younger one if he or she has the patience to watch the child's mind work, supply only such information and help as is needed, and encourage him to work things out himself.

Imagination. How shall we preserve imagination—that precious possession of early childhood so often frowned upon or allowed to die in the later years? In Chapter 15 in this book you found several accounts of imaginative tales told to and accepted wisely by adults trained in dealing with such things in little children.

Children are so often reproved or laughed at for imagining fanciful things, or even punished for telling tall tales, that they settle down to humdrum realities and lose that ability to see more than the obvious which distinguishes

Curiosity stimulates learning. Some groups even make their own telescopes.

exciting people from those who are less interesting persons.

No discovery was ever made without imagination; no invention but took shape first in the mind of the inventor. All progress which civilization can claim is the result of imaginative leaps ahead.

Imaginary companions. Children who play much alone often invent imaginary companions. They need someone of their own age with whom to talk and plan. They should not be teased or shamed about those imaginary playmates. One needs to be disturbed only if one finds that a child is living more in daydreams than in the real world. When this occurs, we should take active steps to provide more live companionship for the child and to make everyday living more exciting and interesting to him.

Encouraging imagination. Obviously imagination is a precious trait, one to be fostered in any child so long as daydreaming and fantasy do not absorb too much of his time.

There is no sure formula for cultivating imagination. It seems to be a gift denied to many. But it seems safe to suggest that these things help: telling and reading stories and poems to children; encouraging them to invent stories and poems of their own; to dramatize stories; to draw, paint, and model in clay (using their own ideas); to make their own designs for things fashioned in wood, cloth, or other materials; to read good fiction, as well as travel tales and stories based on the lives of people who have done worthwhile and interesting things.

Curiosity. Like imagination, curiosity is a trait very common in early childhood which too often fades or disappears as children grow older. In the age group we are considering, our six-to-twelve-year-olds, special care should be taken to sharpen curiosity rather than to dull it. No matter how tiresome it becomes, the endless questions of children should be answered and more questions encouraged. Explanations should be clear and stated so the child can understand them. Adults sometimes confuse children by explanations which are too detailed and complicated. They can be like the book of which a boy wrote, "This book tells me more about engines than I want to know."

Who invented that old saw, "Curiosity killed a cat"? Curiosity led Newton to discover the law of gravity. Curiosity, plus imagination and courage, led Columbus to discover America and Magellan to circumnavigate the globe.

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CHAPTER 13

SOCIAL DEVELOPMENT FROM SIX TO TWELVE

How do the play and work activities of the children in this age group influence personality and social development?

SUGGESTIONS FOR DISCUSSION AND PLANNING TOGETHER

1. Plan for several members of your class to observe six-to-twelve-year-olds at play. The observations should be planned, so that the class members know what to look for.
2. What factors in the environment at home, at school, and elsewhere contribute to the personality development of this age group? Describe the personality of a six-to-twelve-year-old whom you know. Can you account for some of the traits, pleasing or unpleasing, which he displays?
3. Explain the meaning of aggression.
4. Give some examples of aggression in this age group. What should an older brother or sister do about such situations?
5. How can we help boys and girls of this age to accept and practice common courtesies appropriate for this age level?
6. Plan to visit, in small groups, a third, fourth, fifth, or sixth grade with a view to learning something about the reaction of the group to the school routine, to the teacher, and to each other.
7. If possible, arrange a party for a group of elementary school children. Observe their reactions and report to class.
8. Discuss heroes or persons in fiction or real life whom you admire.

Children living the peon's daily life in a simple home they have constructed.

GROWING UP SOCIALLY

Children who have had the good fortune to grow up with brothers and sisters, or those who have had nursery school or kindergarten experience, are usually already well on the way to becoming adjusted social beings, enjoying their peers and learning now to lead, now to follow, to give and to take. At six, with their introduction to "real school," they begin to really grow up, and they exult in certain responsibilities which they may assume at school and enjoy home responsibilities if they have helped in the planning.

Their behavior, however, is frequently a source of bewilderment to their families. A child who was charming at five may at six begin to ignore requests and "show off" at times. At other times he may refuse to "come out and see who's here." A mother is quoted by Gesell as saying of her

The first day at "real school."

six-year-old: "He is a changed child and I do not know what has gotten into him."

This inconsistency in behavior is not naughtiness. It is part of growing up. An understanding of this fact should help the older members of the family to live patiently through the period when the child is becoming part of the world outside of his home. He is confused by hundreds of new impressions which crowd upon him at school and elsewhere and is dazzled by the growing realization of his own powers. He finds it hard to make choices. "Will you have an apple or a banana," asked Dan's mother. "I'll have an apple *and* a banana," he replied.

The sevens are more stable and easier to live with. They usually like their teachers and love to please them. They are seeing father and mother with new eyes. They are less impulsive, more thoughtful. Seven no longer believes that fairies will exchange a dime for a tooth put under his pillow. He is a living question mark, and he has much respect for

Broadcasting to the group.

any family member who can and will explain to him why it gets cold in the winter and why old people have white hair.

But don't expect everything to be sweetness and light! Seven hates to lose a game and will cheat and fib to win. He makes little or no distinction between "mine and thine." He likes to use "bad words" and does so when he dares. He argues endlessly and often accuses others of being unfair. "I get blamed for everything!" he shouts and stamps out, slamming the door. He is growing up rapidly, but ideas of right and wrong mature slowly, as do also concepts of the rights of others. We cannot hurry this development. We can only help it by being patient, answering questions as well as we can, and showing courtesy and genuine affection at all times.

At eight most children give evidence of a heightened realization of the exciting possibilities all about them. Gesell calls eight the "expansion age." At eight we may see a real advance in the child's understanding and acceptance of adult ideas of right and wrong. He has a heightened property sense, guards his own things jealously, and is more careful about appropriating those of others. He is becoming more truthful and strongly condemns "lying" in anyone else.

The child now identifies himself closely with his class or playmate group and is less dependent upon the approval of teacher or parent. He adores group games and can now lose without an emotional explosion. He wants his class to win in

any competition, like having the best attendance record or the best display for open house at school.

Interest in other people. This is a period of marked social growth. Our eight- and nine-year-olds are interested in people, not only those around them, but people of other lands, of other races, with other ideas and customs. The basic likenesses rather than the differences in human beings can be indelibly imprinted during these ages, if home and school work together toward this end.

The ninth year marks a still more noticeable growth in consideration of the ideas and wishes of others, both adults and peers. From this age on through twelve, clubs flourish, though they may be short-lived. In some neighborhoods, these clubs may be gangs, out for fights and vandalism.

From nine through twelve we can see a distinct growth in the ethical standards of most children. They are becoming more truthful, more dependable, more willing to acknowledge a fault, or to accept a just share of the blame when two or more of them get into trouble.

Awareness of the different sex roles of boys and girls is becoming increasingly evident. Girls are interested in their looks and clothes and in family relationships. They make doll collections, and at nine, ten, and even later, sometimes play out their ideas of courtship, marriage, and child rearing with these small replicas of real persons.

Boys from nine to twelve usually scorn this kind of play, and draw away from girls. They want fast, noisy, active sports. They are likely to idealize their fathers, and strive to be like them. Strength and achievement are their goals. Neatness in personal appearance is despised as a sissy trait.

In these years children become critical of adults and dare to express their strong disapprovals. "You're a *thief!*" shouted eleven-year-old Dick, when his mother confiscated and hid the football he insisted in throwing against the living-room wall. "I've been gyped!" grumbled Alice, when her father withheld a week's allowance to punish her for a disobedience.

Group play and competitive games. Play now begins to be extended to widening circles. The little child goes through the stages of "solitary play" up to and including two years, when he is pleased to play with his own toys and wants no interference with them. Later, he engages in "parallel play," doing what another child or group is doing but not joining the others in the sense of playing with them. At three or four and later, he likes to co-operate with other children, building and running trains, making houses with blocks and boards, playing house, and caring for a doll family. This is called "co-operative play," and the need for it is one of the reasons why nursery schools and kindergartens are advocated by educators and psychologists. There is, of course, much overlapping in the kind of play in which children engage at different ages, and the older ones often continue to enjoy both solitary and parallel play at times.

From six to twelve, group play is the child's chief delight, and his social adjustment is largely dependent upon the happiness and wholesomeness of this association with other children. Wise guidance in these years will increase his friendliness as well as his confidence in his own strength and skills. While competitive games, like hopscotch and baseball, with formal rules, will be part of his fun in later childhood, they are sometimes introduced too early in schools having formalized physical education programs. This can be very damaging to the smaller, frailer, less skillful children, especially at seven, eight, and nine, making them feel inferior, encouraging them to greater effort than their strength warrants, and even giving them an introduction into cheating. It may lead them to feel that winning rather than playing the game is the important thing.

The cruel frankness with which children of this age often exclude another child from the group play is painful to watch. One of the crowd may begin, "Mary, you can't be in this. We don't want Mary, do we?" Others take up the cry, and Mary stands, hurt, miserable, and crushed, or angry and plotting revenge. The understanding teacher, mother,

or big sister knows better than to scold or protest when this happens. No preachment will alter the children's attitude to Mary or ease her pain. Rather, one might say, "I wish Mary would help me just now if she'd like to. She's so good at what I'm doing." Sometimes one may get another game or activity going with another child or group who will accept Mary. These hurts are too important to be ignored.

Aggression. You will remember that little children, especially two-year-olds, are apt to show much behavior that we call "negativism." They love to run away when one calls them, especially if they are chased. They throw things about, refuse to do what you ask, and enjoy defeating adults. They not infrequently hit, scratch, or even bite another child. Conflicts between little children are hourly occurrences. In a study of 54 nursery school children, one conflict per child was observed every five minutes. They were of short duration and varied from verbal disputes to pushing, scratching, hitting, and biting. These children were trying out their powers—unconsciously trying to grow up.

Children from six to twelve are full of aggressions too. They have to pit their strength against that of other children and their wills against those of adults. We are too prone to forget that this is part of growing up and to expect reasoning and unselfishness and judgment before children are old enough to have had the experiences which develop these functions.

It is well not to stop children's fights unless it becomes evident that someone is going to be hurt too seriously. Adults can rarely be sure of what the fight is about or who started it, and their decisions are often hasty and unjust. It may be bad for the aggressor to win an easy victory, and it may be frustrating and unjust for the other party to the fight not to be able to give his tormentor a deserved lesson.

Children in the younger elementary school years frequently organize play in imitation of adult activities, and their miming or "take-off" of their elders would cause their parents or teachers unhappy and embarrassed moments if

they could watch this play. Even children from liberal, understanding homes may act out adults at their worst. They make them swagger and boast; scold, stamp, and shout; threaten and carry out harsh punishments. A mother who did not believe in corporal punishment and had never spanked her child was shocked to hear her eight-year-old say to her doll, "You've been a bad, naughty girl! I'm going to spank you *good!*" Whereupon she carried out this dire threat.

Not repression but wise guidance is needed to help children channel these normal aggressive drives into useful activities. Children can work off feelings of anger and hate in action, just as adults can and often do. Let them pound punching bags instead of another child. Let them help you in a hard job which requires lifting and pulling or sawing and hammering. Show confidence in their strength, ability, and good will. Love and help them through this time of personality growing pains.

Though aggression in children is normal, and though a certain amount of it is essential in our culture, too violent or too habitual aggression calls for careful attention. It indicates a need for us to try to find out whether the child showing it needs to be helped to other ways of securing attention or whether he is a deprived, suppressed child who needs more assurance of love and approval.

Affection and trust. Fortunately for the happiness of both child and adult, love, approval, and admiration, both of mates and of adults, make up a large part of the child's world of feeling. "*My* mother never gets mad," I heard a nine-year-old boast. "She just laughs and says, 'I used to do that too'!" On being told this, the mother said, "I wish that were always true! I'll try harder to live up to it."

When Elizabeth was ten, she was left at home with two girl friends for the afternoon. The three decided to make cookies. The large yellow bowl, full of cooky dough, proved too heavy for Elizabeth, slipped from her grasp, and smashed on the floor. "Oh!" gasped Sally, "What *will* your

mother do?" "My mother will comfort me," replied the sorry, but secure little hostess.

Hero worship. Hero worship, though more evident in the adolescent years, is common enough all through later childhood. A child of eleven had a beloved teacher who was subject to severe headaches and who often sniffed at a camphor bottle which she kept in her desk. This child carried a little bottle of camphor in her pocket all year, a fact known but not commented upon by her wise mother.

Boys of six to twelve (and older) are usually certain that their fathers are the strongest, smartest men in the world. Sometimes they see no limit to their strength. One eight-year-old said, "Daddy, let's get a big gun and shoot God so he can't ever take you away from me." Boys want to wear suspenders if daddy wears them. They refuse foods he doesn't like. They bully the women in the family if he does; they are protective of mother if father is thoughtful and considerate.

Girls show this same tendency to idealize and imitate an admired woman, usually beginning with the mother. They love mother-daughter dresses, made exactly alike and of the same material. They want to make cookies and cakes just like hers. They long for lipstick and nail polish, and not infrequently they purloin and use them.

Sometime before later childhood grows into adolescence, boys and girls are apt to find some adult outside of the family who compels their fervent admiration. This may be a real person or a character in a book. It may be an older brother, an uncle, the Cub Scout leader, Tom Sawyer, or Superman; a teacher, a playmate's mother, or Heidi. This makes it important to see to it that all children own and read fine books which portray characters which they will like and long to imitate. It also makes it important that older brothers and sisters mind their manners!

Boy vs. girl. Up to about the eighth year, boys and girls play together with no difficulties which can be charged to sex

antagonism. Indeed, there is usually not enough difference in their interests to interfere with their comradeship. Unless unwise or ignorant adults poison the situation by comments such as, "Little ladies don't act like rough boys," small girls will climb fences and play cops and robbers. Unless someone persuades them that it is "sissy," small boys will play father or doctor to families of dolls.

But our nine- to eleven-year-old girls and boys develop growing antagonisms and rivalries in their attitudes toward children of the other sex. Sharp differences in their interests are likely to appear, and even if the girls still like boys' games, they are usually scornfully excluded from them. The boys make disparaging remarks about the girls' looks, dress, and skills. The boys of a school in an exclusive neighborhood held their noses when girls passed by. Anything to show their contempt for the weaker sex!

Girls take a similar delight in annoying boys, singly or collectively. They love to show them up in class. Rival clubs are organized sometimes by ten-, eleven-, or twelve-year-olds for the purpose of having or pretending to have secrets or important plans which will annoy the other group. Girl Scouts pretend to feel nothing but contempt for Cub Scouts, and the Cubs reciprocate. Members of the two groups quarrel endlessly about the merits and demerits of the two organizations. The pains they sometimes take to attract the attention of members of the other sex, and the time they spend annoying them, is proof, however, of their growing interest.

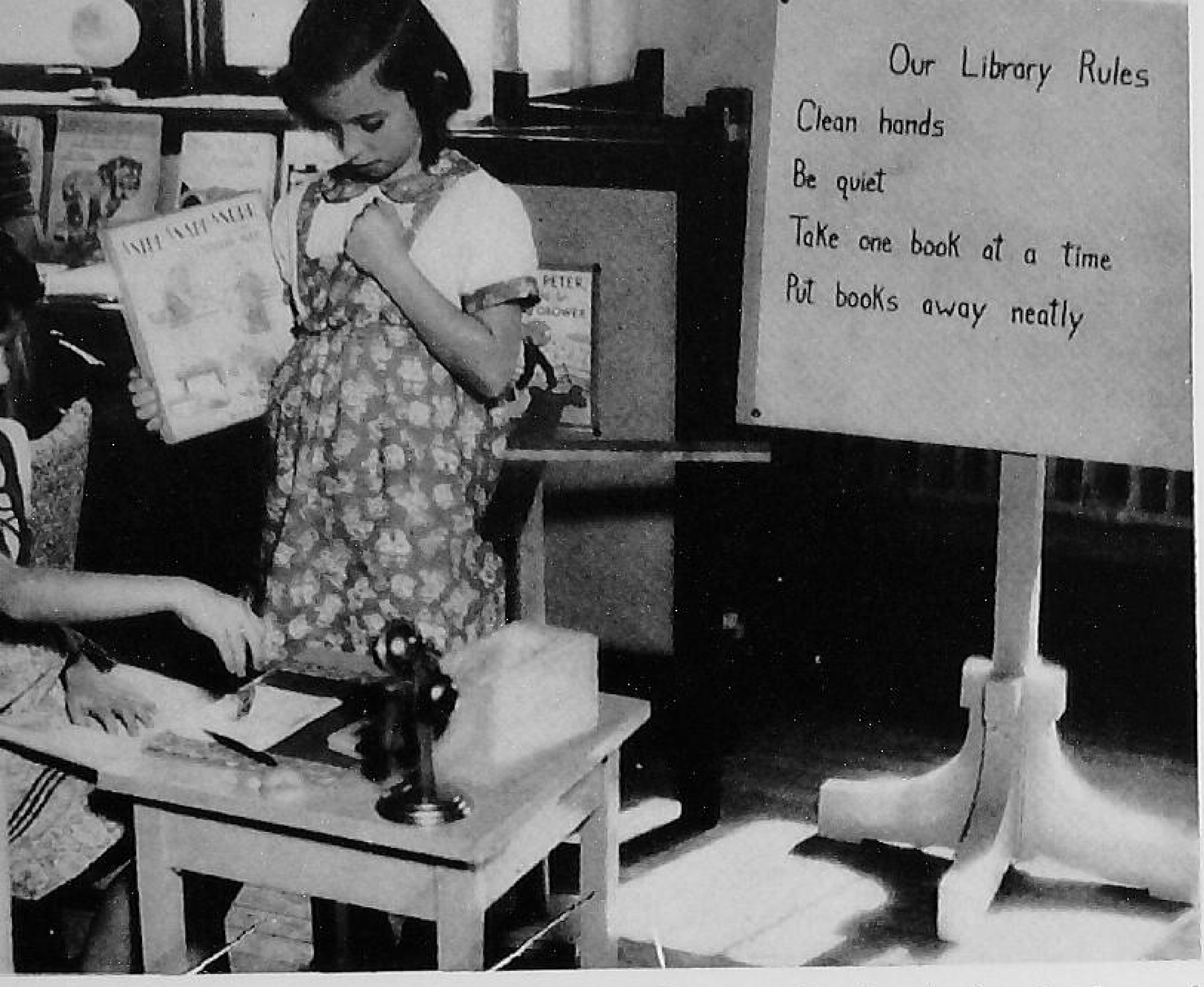
Sex antagonism is a phase of social maturing which soon passes. In early adolescence we find it disappearing rapidly. Since girls mature about a year and a half earlier than boys, their interests in and liking for boys show unmistakably as early as twelve, or even eleven. They usually try to conceal this and continue to affect indifference or scorn—a pitifully thin veneer on the surface of their behavior!

Teasing about their "sweethearts" and laughing at their crushes adds to their difficulties in dealing with the new

drives which normal development now brings to all boys and girls. Parents, teachers, and older brothers and sisters can do much to help preadolescents through these difficult years, when they are often bewildered or even frightened by the new sensations which stir their bodies and the new ideas and feelings which stimulate but confuse their minds.

Sex instruction. If little children's natural curiosity about birth and their own bodies has been satisfied honestly and clearly from their earliest years, it will be easier to help them in the years of later childhood and preadolescence. Children dealt with frankly will feel less reluctance to ask about things which puzzle or trouble them. There is nothing unclean or repulsive about procreation or birth unless ill-informed children or adults make it so. At the end of this chapter there are several references to books which will help parents, teachers, and older brothers and sisters to teach children those facts wholesomely. Otherwise, they may learn them too late or in a way which will smear and smudge the whole subject and leave them with wrong attitudes which may mar their associations with the opposite sex for all time.

"Manners." Opinion concerning the teaching of "manners" to children swings all the way through the extremes of expecting from toddlers "please," "thank you," and "excuse me" on all appropriate occasions, to expecting none of these from any child and getting it! A middle ground is advocated by thoughtful students of child development. Children should doubtless be shielded from the strains imposed and the negativism aroused by constant correction and nagging insistence on the little politenesses which make human relations more pleasing. But it is surely wrong to allow a child to grow up without seeing that people other than himself merit consideration. We can injure a child's personality by giving him liberties which are license, as well as by keeping him too strictly bound by the formal courtesies which are demanded of adults in our culture. We should not risk rearing a child who will be disliked or constantly criticized by those about him.



The library committee for the first grade checks books in and out in a business-like manner.

Somewhere between six and twelve our child should know how to practice simple courtesies, such as, how to receive a gift, how to introduce his mother or his friends, how to apologize for a mistake, how to take his leave after a party, how to talk to adults on the telephone. Parents should use thought and judgment in deciding when and how to teach these things. Introductions, for example, should not be exacted early from very shy children. And probably the best teaching comes from uniformly courteous behavior on the part of parents and older brothers and sisters. If we are courteous to children, they will sooner or later imitate our behavior.

Home influences. Nothing in the child's life will be so potent in shaping his personality and social development as will the atmosphere of his own home. One can be fairly certain that the friendly child, who has only normal clashes with his mates, lives in a home where affection and consideration,

each member for every other, warms the air he breathes.

In such a home, the children's friends are welcomed, even though their shoes scar the kitchen linoleum and their shouts and turmoil make rest impossible. In such a home the child learns to accept a neighbor boy who has been persecuted at school because of his queer looks and awkward muscles. The mother in such a home helps her children to accept the rejected one and make a place for him in their play.

Chapters 1 and 2 of this book suggest many family situations which help growing children to develop personalities which will make them likable and happy, both as children and as adults.

Schools play their part in social development. The modern school is truly a melting pot, not only modifying many of the differences in children of varying cultural and racial backgrounds, but also dissolving many of the rough edges of self-assertion and aggression which are normal in childhood.

Watch a clever teacher steer a primary class in making their own rules for "living together in our room" and see their lively minds work out the things they need to remember. One such list read:

> We all have to help.
> We take turns.
> We don't talk too much at reading time.
> We don't shove on the playground.

In many schools one finds children of every grade assuming certain responsibilities for keeping the grounds free of papers and other trash, for arranging flowers in the halls and rooms, for receiving the milk and serving it at the ten-thirty "nutrition period," and many other activities.

The teacher's attitude has great importance in helping children to be friendly and secure. One reads with delight happenings like this one from New York's Little Red School House. A new boy who spilled paint from his can on the schoolroom floor, looked around with apprehension for the expected reproof. The boy nearest him said, "Get a rag over

Assuming responsibility. *Top*, a clean-up squad. *Bottom*, the flower committee keeps rooms and halls beautiful.

Philadelphia Public Schools. Photo by Marjorie Ruth

Admiring the results of their own cooking.

there and wipe it up. You won't get heck around here for that."

All of this emphasis upon sympathy and gentleness does not imply that children must never be reproved. They must sometimes even be punished, but not for accidents, and not for things which they have never been taught to avoid. If punishment is to be effective, children must realize its justice, and it should, if possible, have a clear relationship to the offense. If Jim persists in spoiling the game, he will recognize the logic of not being allowed to play it with the others. One such deprivation may prove effective, whereas fifty scoldings may only increase his ugly feelings and his determination to annoy both mates and teacher.

Good schools are democracies in miniature. In them our boys and girls are being helped to build those understandings and attitudes which will make them happy individuals and useful citizens. Here boys and girls have prime opportunities for developing fine personalities: learning to care for themselves, to be on time, to be careful of materials,

books, and tools, to consider other people, to share ideas and things, to be loyal to friends and to the group, and to feel a personal responsibility for having things go well in their world.

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BOOKLETS AND PAMPHLETS

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FAEGRE, MARION L. *Your Own Story.*
OSBORNE, ERNEST. *The Middle Years.*
REDL, FRITZ. *Pre-Adolescents: What Makes Them Tick?*

A SUGGESTED LIST OF BOOKS FOR CHILDREN

The following book list includes a small number from the many good books for children that are now being published. This list can be used as a starting point for a library.

Due to the varied experiences which children have at different ages and which affect their interests, there will of course be some overlapping in the use of these books.

FOR THE TWO-TO-FOUR-YEAR-OLD

Brown, Elinor. *The Little Story Book*. Oxford University Press.

Brown, Margaret Wise. *The Summer Noisy Book* (and others for two-to-six-year-olds). William R. Scott.

Gay, Romney. *Cinder*. Grosset and Dunlap.

Lenski, Lois. *Papa Small* (and others for two-to-six-year-olds). Oxford University Press.

Milius, Winifred. *Here Comes Daddy*. William R. Scott.

Skaar, Grace. *Nothing but Cats, Cats, Cats*. William R. Scott.

Woodcock, Louise. *The Smart Little Boy and the Smart Little Kitty*. William R. Scott.

Wright, Ethel. *Saturday Walk*. William R. Scott.

FOR THE FOUR-TO-SIX-YEAR-OLD

Beskow, Elsa. *Pelle's New Suit*. Harper and Brothers.

Burton, Virginia Lee. *Mike Mulligan and the Steam Shovel* (and others). Houghton Mifflin Company.

Child Study Association of America, New York. *Read to Me Story Book* and *Read Me More Stories*. Thomas Y. Crowell Company.

Gag, Wanda. *Millions of Cats*. Coward-McCann.

McClosky, Robert. *One Day in Maine.* The Viking Press.

Sage, Juniper, and Ballantine, Bill. *The Man in the Manhole and the Fixit-Man.* William R. Scott.

Slobodkina, Esphyr. *Caps for Sale.* William R. Scott.

Zaffo, George S. *The Big Book of Real Fire Engines* (and others). Grosset and Dunlap.

FOR THE SIX-TO-EIGHT-YEAR-OLD

Flack, Marjorie. *Restless Robin.* Doubleday and Company.

Haywood, Carolyn. *B for Betsy.* Harcourt, Brace and Company.

Lattimore, Eleanor. *Little Pear* (and others). Harcourt, Brace and Company.

Pease, Josephine. *This Is the World.* Rand McNally and Company.

Potter, Beatrix. *Tale of Peter Rabbit* (and others). Frederick Warne and Company.

Webber, Irma E. *Up Above and Down Below.* William R. Scott.

Wiese, Kurt. *Story of Ping.* The Viking Press.

FOR THE EIGHT-TO-TEN-YEAR-OLD

Adshead, Gladys and Duff. *An Inheritance of Poetry.* Houghton Mifflin Company.

Atwater, Richard and Florence. *Mr. Popper's Penguins.* Little, Brown and Company.

Coatsworth, Elizabeth. *Twelve Months Make a Year* (and others). The Macmillan Company.

De Angeli, Marguerite. *Yonie Wondernose* (and others). Doubleday and Company.

Fenner, Phyllis. *Giggle Box. Funny Stories for Boys and Girls.* Alfred Knopf.

Hinkle, Thomas Clark. *Tomahawk* (and others). William Morrow and Company.

Hoff, Carol. *Johnny Texas.* Wilcox and Follett Company.

Lenski, Lois. *Strawberry Girl* (and others). J. B. Lippincott Company.

Tarry, Ellen, and Ets, Marie Hall. *My Dog Rinty.* The Viking Press.

Wilde, Laura Ingalls. *Little House on the Prairie.* Harper and Brothers.

FOR THE TEN-TO-TWELVE-YEAR-OLD

D'Aulaire, Ingri and Edgar. *Abraham Lincoln* (and others). Doubleday and Company.

Grahame, Kenneth. *The Wind in the Willows*. Charles Scribner's Sons.

Gray, Elizabeth Janet. *Adam of the Road*. The Viking Press.

Kipling, Rudyard. *Just-So Stories*. Doubleday and Company.

McCloskey, Robert. *Homer Price* (and others). The Viking Press.

McCracken, Harold. *The White Buffalo* (and others). J. B. Lippincott Company.

Meadowcroft, Enid La Monte. *Silver for General Washington*. Thomas Y. Crowell Company.

Seredy, Kate. *The Singing Tree*. The Viking Press.

Van Stockum, Hilda. *The Mitchells* (and others). The Viking Press.

MUSIC BOOKS FOR YOUNG CHILDREN

Bertail, Inez (arranged by). *Favorite Nursery Songs*. Random House.

Coleman, Satis, and Thorn, Alice. *Singing Time*. John Day Company.

———. *Another Singing Time*. John Day Company.

Laudeck, Beatrice. *Songs to Grow On*. William Sloane Associates, Inc.

MacCarteney, Laura P. *Songs for the Nursery School*. Willis Music Company.

Seegar, Ruth Crawford. *American Folk Songs for Children*. Doubleday and Company.

HELPFUL BOOKS TO READ

Aldrich, C. Anderson, M.D., and Aldrich, Mary M. *Babies Are Human Beings*. The Macmillan Company, 1938.

———. *Feeding Our Old-Fashioned Children*. The Macmillan Company, 1941.

Allen, Betty, and Briggs, Mitchell Pirie. *If You Please! Revised*. J. B. Lippincott Company, 1950.

Allen, Winifred, and Campbell, Doris. *The Creative Nursery Center*. Family Service Association of America, 1948.

Applegate, Mauree. *Everybody's Business—Our Children*. Row, Peterson and Company, 1952.

Arbuthnot, May Hill. *Children and Books*. Scott, Foresman and Company, 1947.

Baruch, Dorothy. *Parents and Children Go to School*. Scott, Foresman and Company, 1939.

Baxter, Laura, Justin, Margaret M., and Rust, Lucile O. *Our Share in the Home*. J. B. Lippincott Company, 1945.

———. *Sharing Home Life*. J. B. Lippincott Company, 1940.

Bell, Evelyn, and Faragoh, Elizabeth. *The New Baby*. J. B. Lippincott Company, 1939.

Benedict, Agnes E., and Franklin, Adele. *The Happy Home*. Appleton-Century-Crofts, 1948.

Benedict, Ruth. *Patterns of Culture*. Houghton Mifflin Company, 1934.

Biber, Barbara, and Others. *Child Life in School*. E. P. Dutton and Company, 1942.

Black, Irma Simonton. *Off to a Good Start*. Harcourt, Brace and Company, 1946.

Blair, A. W., and Burton, William H. *Growth and Development of the Preadolescent*. Appleton-Century-Crofts, 1951.

Bowman, Henry H. *Marriage for Moderns*. McGraw-Hill Book Company, 1942.

Bradbury, Dorothy E., and Amidon, Edna P. *Learning to Care for Children.* Appleton-Century-Crofts, 1943.

Breckenridge, Marian E., and Vincent, E. Lee. *Child Development,* Second Edition. W. B. Saunders Company, 1949.

Buhler, Charlotte, Smitter, Faith, and Richardson, Sybil. *Childhood Problems and the Teacher.* Henry Holt and Company, 1952.

Burnham, Helen A., Jones, Evelyn G., and Redford, Helen D. *Boys Will Be Men.* J. B. Lippincott Company, 1942.

Burrows, Alvina Trent. *Teaching Children in the Middle Grades.* D. C. Heath and Company, 1952.

Child Study Association Staff. *Parents' Questions.* Harper and Brothers, 1947.

Chittenden, Gertrude. *Living with Children.* The Macmillan Company, 1944.

Clapp, Elsie. *The Use of Resources in Education.* Harper and Brothers, 1952.

Coleman, Satis. *Your Child's Music.* John Day Company, 1939.

Commission on Teacher Education. *Helping Teachers Understand Children.* American Council on Education, 1945.

Crow, Lester, and Crow, Alice. *Our Teen-Age Boys and Girls.* McGraw-Hill Book Company, 1945.

Davis, Allison, and Havighurst, Robert J. *Father of the Man, How Your Child Gets His Personality.* Houghton Mifflin Company, 1947.

De Schweinitz, Karl. *Growing Up.* The Macmillan Company, 1930.

Dixon, C. Madeleine. *High, Wide and Deep.* John Day Company, 1938.

English, Horace B. *Child Psychology.* Henry Holt and Company, 1951.

Evans, Eva K. *All About Us.* Capital Publishing Company, 1947.

Fahs, Sophia L. *Today's Children and Yesterday's Heritage.* Beacon Press, 1952.

Fitch, Florence Mary. *One God.* Lothrop, Lee and Shepard Company, 1944.

Foster, J., and Mattson, M. *Nursery School Education.* Appleton-Century-Crofts, 1939.

Frank, Mary, and Frank, Lawrence K. *How to Help Your Child in School.* The Viking Press, 1950.

Franklin, Adele, and Benedict, Agnes E. *Play Centers for School Children.* William Morrow and Company, 1943.

Freud, Anna, and Burlingham, Dorothy T. *War and Children*. Medical War Books Information Center, New York, 1943.

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Garrison, C. G., and Sheehy, E. D. *At Home with Children*. Henry Holt and Company, 1943.

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Haas, Robert Bartlett. *Psychodrama and Sociodrama in American Education*. Beacon House, 1949.

Hartley, Ruth E., Frank, Lawrence K., and Goldenson, Robert M. *Understanding Children's Play*. Columbia University Press, 1952.

Heffernan, Helen, Editor. *Guiding the Young Child*. D. C. Heath and Company, 1951.

Hubbard, Elizabeth. *Your Children at School*. John Day Company, 1942.

Hymes, James L., Jr. *Understanding Your Child*. Prentice Hall, 1952.

Isaacs, Susan. *The Children We Teach*. University of London Press.

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Mitchell, Lucy Sprague. *Here and Now Story Book.* E. P. Dutton and Company, 1921.

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———. *Our Children and Our Schools.* Simon and Schuster, 1950.

Montgomery, John C., M.D., and Suydam, Margaret Jane. *America's Baby Book.* Charles Scribner's Sons, 1951.

Pryor, Helen Benton. *As the Child Grows.* Silver Burdett Company, 1943.

Rand, W., Sweeny, M. E., and Vincent, E. L. *Growth and Development of the Young Child.* W. B. Saunders Company, 1947.

Rasey, Marie I. *Toward Maturity.* Hinds, Hayden and Eldredge, 1947.

Read, Katherine H. *The Nursery School.* W. B. Saunders Company, 1950.

Redl, Fritz, and Wattenberg, William W. *Mental Hygiene in Teaching.* Harcourt, Brace and Company, 1951.

Reynolds, Martha M. *Children from Seed to Saplings.* McGraw-Hill Book Company, 1951.

Ribble, Margaret, M.D. *The Rights of Infants.* Columbia University Press, 1943.

Senn, Milton J. E., M.D., and Newill, Phyllis K. *All About Feeding Children.* Doubleday and Company, 1944.

Sheehy, Emma Dickson. *There's Music in Children.* Henry Holt and Company, 1946.

Spock, Benjamin, M.D. *The Common Sense Book of Baby and Child Care.* Duell, Sloan and Pearce, 1946. Pocket Books, Inc., 1946.

Strain, Frances. *Being Born.* Appleton-Century-Crofts, 1936.

———. *Your Child, His Family and Friends.* Appleton-Century-Crofts, 1943.

———. *Sex Guidance in Family Life Education.* The Macmillan Company, 1946.

Strang, Ruth. *Introduction to Child Study.* The Macmillan Company, 1938.
Troger, H., and Yarrow, M. R. *They Learn What They Live.* Harper and Brothers, 1945.
Updegraff, Ruth, and Others. *Practice in Pre-School Education.* McGraw-Hill Book Company, 1938.
Washburn, Ruth Wendell. *Children Have Their Reasons.* Appleton-Century-Crofts, 1942.
———. *Children Know Their Friends.* William Morrow and Company, 1949.
Weill, Blanche E. *Through Children's Eyes.* Island Workshop Press, 1944.
Wills, Clarice D., and Stegeman, William H. *Living in the Kindergarten.* Follett Publishing Company, 1950.
Wilson, Margery. *The Woman You Want to Be.* J. B. Lippincott Company, 1942.
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Wolf, Anna. *The Parents' Manual.* Simon and Schuster, 1941.
Wood, Mildred Weigley. *Living Together in the Family.* American Home Economics Association, 1946.
Woodcock, Louise P. *Life and Ways of the Two-Year-Old.* E. P. Dutton and Company, 1941.
Zachry, Caroline B. *Emotions and Conduct in Adolescence.* Appleton-Century-Crofts, 1940.

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Association for Childhood Education International. 1200 15th. Street N.W., Washington 5, D. C.

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Equipment and Supplies.
For Parents in Particular.
Growing Up Safely.
Helping Children Grow.
Lunch at School.
Macfarlane, Jean Walker. "Family Influences on Children's Personality Development," *Childhood Education,* October, 1938.

Osborne, Ernest. "Middle Years," *Childhood Education*, October, 1941.

Parent Education in Nursery School.

Portfolio for Audio-Visual Materials.

Portfolio for Intermediate Teachers.

Portfolio for Kindergarten Teachers.

Portfolio for More and Better Schools.

Portfolio for Nursery School Teachers.

Portfolio for Primary Teachers.

Story Telling.

The Arts and Children's Living.

Bank Street Publications, 69 Bank Street, New York 14, New York.

Biber, Barbara. *How Does It Feel to Be Bad?*

———. *What Do Children Need Most: From Parent, From Teacher?*

———. *How Can Nursery School Be Expected to Benefit a Child?*

Black, Irma Simonton. *Learning to Be Socially Acceptable.*

———. *New Angle on Toilet Training.*

———. *What to Expect of a Young Child.*

———. *But Won't You Spoil Them?*

Buttolph, Edna Gibson. *Music for Young Children.*

Lewis, Claudia. *Deep as a Giant—An Experiment in Children's Language.*

———. *Teacher: Are These Your Children?*

Stanton, Jessie. *What Is Education Before Six?*

Winsor, Charlotte Biber. *Creative Activities for Young Children.*

———. *Steps in Growing Up—The Middle Years.*

———. *What the Teachers Learned.*

Woodcock, Louise P. *Answering Children's Questions.*

———. *Personality in the Making.*

———. *We Begin to Talk.*

———. *As a Child Develops Emotionally.*

Beacon House, 101 Park Avenue, New York 17, New York.

Lippitt, Rosemary. *Psychodrama in the Home.*

Bureau of Publications, Teachers College, Columbia University, New York 27, New York.

Baruch, Dorothy W. *Understanding Young Children.*

Gans, Roma. *Reading Is Fun.*

Hunnicutt, C. W. *Answering Children's Questions.*
Hymes, James L., Jr. *Being a Good Parent.*
———. *Discipline.*
Letton, Mildred Celia. *Your Child's Leisure Time.*
Mayer, Jane. *Getting Along in the Family.*
Redl, Fritz. *Understanding Children's Behavior.*
Theman, Viola. *A Good School Day.*

Child Study Association of America, 132 East 74th Street, New York 21, New York.
Books of the Year for Children.
Burgess, Helen Steers. *Discipline: What Is It?*
How to Give Your Child a Good Start.
Redl, Fritz. *Pre-Adolescents: What Makes Them Tick?*
Teasing.
What Makes a Good Home?
When Children Ask About Sex.

Child Welfare League of America, 24 West 40th Street, New York 18, New York.
Baumgartner, Leona, Goldsmith, Cornelia, and Bokhaut, Yetta. *The Day Care of Little Children in a Big City.*

Federal Security Agency. Social Security Administration. Children's Bureau. Superintendent, Documents, Washington 25, D.C.
Child Guidance Leaflets—Series on Eating.
A Healthy Personality for Your Child, Publication No. 337.
Infant Care.
Mother for a Day, Publication No. 318.
Prenatal Care.
Report of Conference for Day Care and Extended School Services in Areas Affected by Defense Mobilization.
Your Child from One to Six.
Your Child from Six to Twelve.

Health Publications Institute, Inc., 216 North Dawson Street, Raleigh, North Carolina.
Bingham, June. *Do Babies Have Worries?*

My Baby, 53 East 34th Street, New York 16, New York.
Winkler, D. L. *A Man to Man Affair.* May 1950.
Woods, Elizabeth L., *Learning to Talk.* May 1950.

National Association for Nursery Education, Roosevelt College, 430 South Michigan Avenue, Chicago 5, Illinois.
Cultivating the Roots of Democracy.
Let's Play Outdoors.

Living Music with Children.
Some Ways of Distinguishing a Good Nursery School.
The Teacher Sets the Stage.
What Does the Nursery School Teacher Teach?

New York Committee on Mental Hygiene, State Charities Aid Association, 105 East 22nd Street, New York 10, New York.
Frank, Lawrence. *The Fundamental Needs of the Child.*
How a Child Feels About Entering Nursery School.
Some Special Problems of Children.
Hymes, James L., Jr. *A Pound of Prevention.*
———. *How Teachers Can Meet the Emotional Needs of Young Children.*
———. *Teacher, Listen! The Children Speak.*
Spock, Benjamin, M.D. *Avoiding Behavior Problems.*
The Child's First Days in Nursery School.
To Foster Parents. This Is Your Foster Child.
What Nursery School Is Like.

New York State Council for Early Childhood Education, Box 98, Queens College, Flushing, New York.
Good Education for Young Children.

Play Schools Association, Inc., 119 West 57th Street, New York 19, New York.
Lambert, Clara. *Play: A Yardstick of Growth.*

Public Affairs Pamphlets, 22 East 38th Street, New York 16, New York.
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Enjoy Your Child—Ages 1, 2, and 3.
Having a Baby.
How to Discipline Your Children.
How to Tell Your Child About Sex.
Making the Grade as Dad.
So You Want to Adopt a Baby.
The Races of Mankind.
Three to Six: Your Child.
Toward Mental Health.
Understand Your Child—From 6 to 12.
Working Wives and Mothers.

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———. *Let's Cook Lunch.*
———. *Let's Plant Grass.*

———. *Let's Raise Pigs.*

G. P. Putnam's Sons, New York, New York.

Evans, Eva Knox. *Children and You—A Primer of Child Care.*

Julius Rosenwald Fund, Chicago, Illinois.

Evans, Eva Knox. *So You're Going to Teach.*

Rochester Child Health Project, Rochester, Minnesota.

Building Your Baby.

Mealtimes with Young Children.

Science Research Associates, 228 South Wabash Avenue, Chicago 4, Illinois.

Handbook for Baby Sitters.

Menninger, William C., M.D. *Self-Understanding, A First Step to Understanding Children.*

Neisser, Edith G. *How to Live with Children.*

Ross, Helen. *Fears of Children.*

Sierra Madre Community Nursery School Association, Sierra Madre, California.

Green, Marjorie, and Woods, Elizabeth L. *A Nursery School Handbook for Teachers and Parents.*

University of Chicago Press, Chicago 37, Illinois.

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Aldrich, Bess Streeter. *Lantern in Her Hand.* Appleton-Century-Crofts.

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Bagnold, Enid. *National Velvet.* William Morrow and Company.

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McLean, Kathryn A. *Mama's Bank Account*. Harcourt, Brace and Company.
O'Hara, Mary. *My Friend Flicka*. J. B. Lippincott Company.
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Richardson, Henry H. *The Getting of Wisdom*. W. W. Norton and Company.
Rose, Anna P., *Room for One More*. Houghton Mifflin Company.
Runbeck, Margaret Lee. *Our Miss Boo*. Appleton-Century-Crofts.
———. *Time for Each Other*. Appleton-Century-Crofts.
Shute, Nevil. *The Pied Piper*. William Morrow and Company.
Smith, Betty. *A Tree Grows in Brooklyn*. Blakiston Company.
Steffens, Lincoln. *A Boy on Horseback*. Harcourt, Brace and Company.
Van Doren, Carl. *An Illinois Boyhood*. The Viking Press.
Walpole, Hugh. *Jeremy*. George H. Doran.
White, W. L. *Journey for Margaret*. Harcourt, Brace and Company.
Wickenden, Dan. *Walk Like a Mortal*. William Morrow and Company.
Woolf, Virginia. *Flush*. Harcourt, Brace and Company.

AUDIO-VISUAL AIDS

A few films are here suggested for use in high school classes and with teacher and parent groups. Most of these films can be rented from state universities or official mental hygiene associations. New York University, 26 Washington Place, New York 3, New York, has a large rental library and will send an annotated list of films on request. Their librarian is willing to make suggestions if you describe your needs. (No film should be used without previewing).

Children Growing Up with Other People, Children Learning by Experience, sound films produced by the British Ministry of Education.

A Long Time to Grow, Meeting Emotional Needs in Childhood, sound films produced by the Department of Child Study of Vassar College.

Palmour Street, sound film produced by the Southern Education Film Production Service of the University of Georgia. Problems common to daily living everywhere, depicted by a Negro family.

Passion for Life, sound film with English titles, produced by Brandon Films, Inc., 200 West 57th Street, New York 19, New York. Changing attitudes toward school and learning evidenced when a sympathetic and understanding teacher enters a small French community.

The Quiet One, sound film produced by Athena Films, 165 West 46th Street, New York. Documentary film of a home for boys, with counselors helping them renew their confidence in people.

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